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ABSTRACT

The multiple activities outlined in this 1973-74 ESEA Title I proposal are designed with a two-fold purpose in mind. Firstly, they are to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Secondly, they would support this program with the type of services needed to make it successful. Components that are discussed are: staff visits, inservice, parent advisory councils, an in-depth self study conducted in a sample of 45 schools, reading achievement and math achievement. Although the proposal's emphasis is on reading activities, all other activities in the Title I program are directed toward providing supportive services for children in instructional programs. This reinforcement program is designed to give each student a greater opportunity to achieve success in school. The Omaha public schools use every resource in an attempt to better prepare children educationally in the target area for their future. ESEA Title I funds are linked with other local, state, and federal program to establish a stronger instructional program. Each activity is planned to complement other Title I activities and the total school program in an effort to serve target populations effectively. (Author/AM)

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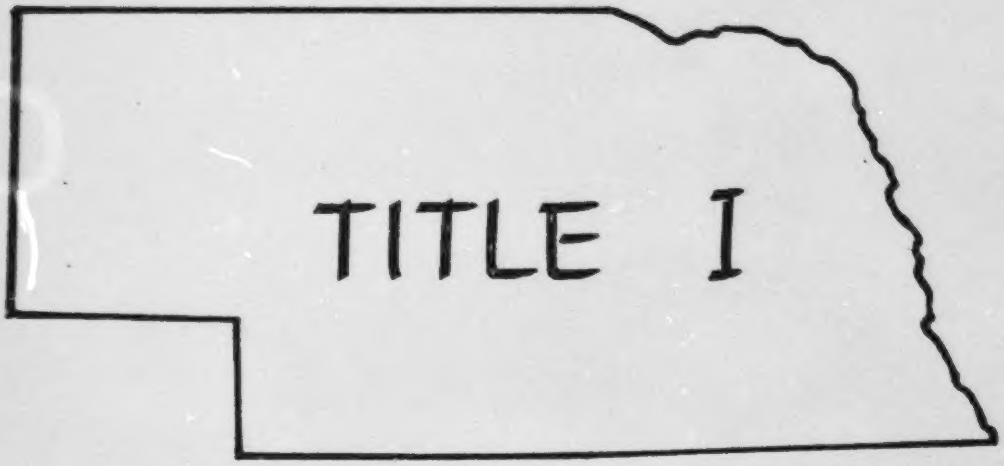

TITLE I

EVALUATION '74

UD 015950

STATE OF NEBRASKA
DEPARTMENT OF EDUCATION
Cecil E. Stanley
Commissioner of Education
233 South 10th Street
Lincoln, Nebraska 68508

ANNUAL EVALUATION REPORT - 1974

NEBRASKA STATE DEPARTMENT OF EDUCATION

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PREFACE

Educational evaluation is the process of determining the kinds of decisions that have to be made on the basis of program information which has been selected, collected and analyzed. Using the model developed by the Center for the Study of Evaluation (CSE) at UCLA, there are five evaluation phases that provide the framework for the decision-making process:

(1) Needs Assessment - This information is used to identify school or program needs. It involves the statement of objectives to be met and the determination of how well the existing program is meeting these objectives. Each LEA is responsible for assessing their needs prior to project approval. Their objectives for meeting these needs are part of their application for funds.

(2) Program Planning - This involves building into the program those procedures which will be needed to assess whether or not the program is operating as planned and how well it is achieving its objectives. Ideally, the program evaluator should provide the project director with the tools to make these planning decisions. Unfortunately, most Title I projects do not have project evaluators to help make these decisions. The project directors do, however, build these procedures into their applications.

(3) Implementation Evaluation - This is the monitoring process used to determine the extent to which the specified elements of the program have been implemented as planned. A more complete explanation of this process is presented in chapter 1.

(4) Progress Evaluation - During this phase information is provided about the progress of the program's components in meeting their objectives. This information is used to modify the program where necessary. Unfortunately, this phase of evaluation in Title I is often neglected. Local projects do not have evaluators assigned to them, and the SEA staff doesn't always have the expertise to recommend program modifications.

(5) Outcome Evaluation - Information about the success of the entire program is provided in this phase. Most of the LEA reports and the SEA evaluation reports deal with outcomes. This kind of information can support a decision to maintain, modify, expand or discontinue the program. However, due to data processing limitations, test data results are not available until after decisions on project approval for the next year are made. Therefore, the extent to which the State affects local evaluation efforts is minimized, and the utility of the collected information to the State decision-making process is greatly reduced. Also, no decisions about the amount of project funding are ever really made on the basis of mean gains or evaluations.

While the Title I staff of the Nebraska State Department of Education has not actually made recommendations based on evaluation results, they have identified six major objectives for their program for FY 1975. These objectives are based on an assessment of State needs after examining our evaluation data.

Objective 1: To raise the reading performance level of Title I program participants by at least one year and demonstrate that at least 20 percent of the Title I participants will have attained their respective grade level in reading and will be phased out of the program and returned to the regular classroom.

METHODS/ROLES

Approximately 35,000 Nebraska children will receive remedial reading assistance through Title I.

The role of the SEA will be to assist school personnel in reading diagnosis, program planning, and evaluation through program monitoring.

EVIDENCE OF SUCCESS

School personnel will be required to report pre and post standardized reading scores for each remedial participant. The comparison of pre and post scores should reflect a mean gain of at least one year and demonstrate that at least 20 percent of the reading participants reached their respective grade level.

Objective 2: To determine the degree of academic proficiency within the regular classroom of those former remedial participants who were removed from the special reading program as a result of attaining their respective grade level.

METHODS/ROLES

The SEA will select a representative sample of fifty school districts and do a follow-up study of those students who had participated and had been graduated from the remedial program.

EVIDENCE OF SUCCESS

Completion of a written report displaying the academic proficiency of former remedial participants within their regular classroom.

Objective 3: To assist and provide staff development for Title I teachers and teacher aides with particular emphasis being generated towards mainstreaming children, the role of the teacher aide, development of junior and senior high remedial activities, interpreting diagnostic data and initiating individualized activities. The SEA will focus specifically on those school districts which collectively represent 75 percent of the total State Title I allocation (approximately 100 districts).

METHODS/ROLES

The State Education Agency will work with Title I administrators, teachers, and aides relative to the above stated objective as a part of the monitoring process. The monitoring process will utilize a team approach (three-four members depending upon size of districts) with each member of the monitoring team having a specific role or responsibility.

The SEA will also work with institutions of higher education in establishing Training Institutes for Title I teachers. It is anticipated that approximately 100 Title I teachers will be involved in Title I sponsored training programs during the summer of 1975.

EVIDENCE OF SUCCESS

Changes in programs according to a program check-list as observed on follow-up monitoring visitations.

The number of special training sessions offered to Title I teachers and the teacher participation in such training programs.

Objective 4: To account by activity and budget entry for every dollar expended in some 325 Title I programs being conducted in Nebraska School Districts during fiscal year 1975.

METHODS/ROLES

The SEA will critically examine and ultimately approve the program budget for every participating local school district. Each local district will submit disbursement expenditure reports on a quarterly basis and one final financial report displaying all expenditures by activity and budget entry. The SEA will check the validity of quarterly reports through the monitoring process and will examine the validity of the final financial reports by thoroughly checking a sample of schools.

EVIDENCE OF SUCCESS

The completion of a State financial report displaying expenditures by activity and budget categories.

Objective 5: To provide technical assistance to school personnel in such manner as to reduce the allocation of SEA staff time for technical assistance from 20 percent to 15 percent and to reduce the Title I mileage expenditure by local school district personnel by 30 percent as compared to the previous year.

METHODS/ROLES

The State Department of Education will conduct several regional workshops during the month of August. Each workshop will be geographically selected and designed to accomodate approximately fifty school districts. Each workshop will be scheduled for 1.5 days and will be designed to provide the necessary technical assistance to complete the Title I application for school year 1974-75.

The implementation of this procedure should: (a) allow the schools to complete their Title I application at the workshops thereby avoiding the necessity of making trips to the State Office in Lincoln, (b) allow the State Education Agency to complete the application process by the end of September rather than the end of October allowing the SEA more time for monitoring.

EVIDENCE OF SUCCESS

School District applications will be completed and approved by September 30, 1974.

The 1975 final financial reports from local school districts will reflect a 30 percent decrease in mileage expenditures as compared to FY '74 mileage expenditures.

Objective 6: To establish representative, informed, and active Parent Advisory Councils in all Title I schools throughout Nebraska.

METHODS/ROLES

The SEA will require each school district participating in Title I to establish an advisory council composed of parents who have children participating in Title I activities. The SEA will require the involvement of the Parent Councils through formal meetings in developing the program application and in evaluating the results of the program.

To provide council members with the necessary background (intent of program, regulations, role of the council, etc.), the SEA will conduct regional meetings for council members across the State and disseminate written literature to each established council.

EVIDENCE OF SUCCESS

Each participating local school district will be required to identify the parent advisory membership and to maintain documentable minutes of council proceedings. The State Department of Education will review records of council activities and interview parent council members as part of the program monitoring process.

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STAFF VISITS

Due to the energy crisis staff visits in Fiscal Year 1974 to LEA's were curtailed somewhat. Two or three consultants visited several schools at one time rather than one consultant visiting one school. Also, regional meetings were held to provide technical assistance to a number of schools at the same time and in a close proximity.

Monitoring LEA programs was the primary responsibility of Title I consultants. The consultants examined the projects for their quality, their compliance to Title I regulations and their adherence to activities which were approved in their applications. The HEW handbook on conducting on-site visits was used as a reporting form by visiting consultants. The program analysis form developed in 1972 was again used to take a longitudinal look at the projects. It provided an overview of the activities based on what the LEA's projected in their applications for three years, and what they reported in their evaluations for those same three years as actually taking place. These program analysis forms were prepared prior to the staff visits and were used during the visits to discuss program development. A copy of this form appears as Appendix A.

A monitoring report form (Appendix B) was developed by the staff for use in monitoring school year projects. With several consultants visiting each project, a more in-depth review could be conducted. This monitoring activity provided the direct opportunity for the SEA to influence LEA project development and to collect information for use by the State personnel. A significant part of this study concerned the current achievement of former Title I participants. The objective was to try and determine how well these students were doing once they were returned entirely to their regular classrooms. The reporting form had places to record their most current semester grades in reading or English, math and social studies, as well as their most current standardized test scores in reading or literature, math, and composite scores if available. Generally, the consultants found that while these students were not necessarily scoring at grade level on standardized tests, they were making average or above average grades in their classes.

A separate monitoring report form (Appendix C) was developed for use with the summer school projects that were visited. An in-depth study was conducted using a sample of 53 schools. These schools were visited by individual consultants who explained the procedures to be used in collecting the information. A summary of the data collected from this sample is included later in this report.

Regional workshops were held in August as a means of expediting the process of reviewing and approving applications. The workshops were held outside of the immediate Lincoln area in Hastings, Alliance, North Platte, and Norfolk. They were designed to assist those school districts which would be required to travel great distances in getting to the SEA in Lincoln. These schools were offered the opportunity of getting the necessary technical assistance for completing an approvable Title I application.

Of the 156 schools scheduled, 80% attended the workshops. Thus, the SEA was able to process applications more rapidly. The schools located in the Lincoln area were not included in the workshops since they could easily get into the State Office.

The following table depicts the number and kinds of visits made to LEA's. An asterisk identifies those schools which did not have projects during the summer or school year. The staff visits to deliver and explain the in-depth study are identified under "Other Visits".

The quantity of staff visits has not increased this past year. However, the Nebraska Title I office believes that those visits which have taken place have been more enlightening and beneficial for both the LEA's and the SEA in planning, conducting and evaluating Title I activities.

TABLE I
STAFF VISITS TO LEA's

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Adams		*			
Ainsworth	1	*	1		2
Albion	1	*	1	1	2
Allen		*	1		1
Alliance		*	1	1	1
Alma		*	1	1	2
Amherst	1	*	1		2
Ansley	1	*	1	1	3
Arapahoe	1	*		1	1
Arcadia		*			
Arlington		*			
Arnold		*	1		1
Ashland	2	*		1	4
Atkinson Elem.		*	1		1
Auburn	1	*		1	1
Aurora	1	*		1	1
Bancroft		*			
Barneston		*			
Bartlett	1	*			1
Bartley	*	1			1
Bassett Elem.		*	1		1
Battle Creek	*	1	1		2
Bayard	*	1	1		2
Beatrice ESU #5		*			
Beatrice				1	1
Beaver City		*			

* No Project During That Term

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Beaver Valley		*	1		1
Beemer		*	1		1
Bellevue	1	*			1
Benedict	1	*			1
Benkelman	1	*	1		1
Bennington		*			
Bertrand		*			
Blair		*		1	1
Bloomfield		*	1		1
Blue Hill	1	*	1		2
Bradshaw	1	*			1
Brainard		*		1	1
Broken Bow	1	*	1		2
Burwell		*	1		1
Butte		*	1		1
Byron		*			
Cairo	1	*	1		2
Callaway		*			
Cambridge		*	1		1
Cedar Bluffs	1	*			1
Cedar Rapids		1			1
Central City		*	1	1	1
Chadron	1	*	1		3
Chambers		*	1		1
Chapman	1	*			1
Chappell	1	*			1

	MONITORING VISITS SCHOOL YR.	MONITORING VISITS SUMMER	REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
Chester-Hubbell		1			1
Clarks	1	*		1	1
Clarkson		*	1		1
Clay Center	1	*	1		1
Clearwater		*			
Cody-Kilgore		*	1		1
Coleridge	1	*	1		3
Columbus ESU #7	1	*			1
Cook		*			
Cozad	1	1	1		4
Crawford		*	1		1
Creighton		*	1		1
Crete	1	*			3
Crofton		*	1	1	2
Culbertson		*		1	1
Dalton	1	*	1		2
Davenport		*			
David City	1	*			2
Dawson-Verdon		*			
Decatur		*	1	1	1
Deshler		*			
DeWitt	1	*			2
Dodge	1	*		1	2
Dorchester		*			
Dunning		*	1		1
Elba		*	1		1

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Elgin		*	1		1
Elk Creek		*		1	1
Elkhorn	1	1			3
Elm Creek		*			
Elmwood	1	*			1
Emerson-Hubbard		1	1		2
Eustis		*	1		1
Ewing		*	1		1
Exeter	*	1			1
Fairbury		*		1	1
Fairmont		*			
Falls City	1	*			1
Farnam		*			
Farwell		*	1		1
Filley		*			
Fort Calhoun		*			
Franklin	1	*	1		1
Fremont	2				3
Friend		*			
Fullerton		*	1	1	2
Geneva		1		1	1
Genoa		1	1		2
Gering	1		1		4
Gibbon		1	1		1
Gordon	1		1		3
Gothenburg		1		1	2

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Grand Island	1	*	1	1	1
Grant Elem.	1	*			1
Greeley		*	1		1
Gretna	1	*			2
Gurley	1	*			1
Harrisburg		*	1		1
Harrison CHS		*	1		1
Harrison Elem.		*	1		1
Hartington	1	*	1		3
Hastings ESU #9	4	*	1	1	3
Hastings	1	1	1		2
Hayes Center		*	1		1
Hay Springs		*	1		1
Hebron		1		1	1
Hemingford		*			
Henderson	1	1			1
Hershey		*	1		1
Firth-Hickman		*			
Hildreth	1	*			1
Holbrook		*	1		1
Holdrege		1	1		1
Homer		*			
Hooper Elem.		*			
Hooper-Logan View		1			1
Humboldt		*			
Humphrey		*	1		1

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Imperial	1	*	1		1
Indianola		*	1		1
Inman		*	1		1
Johnson-Brock	1	*			1
Kearney	1	*	1	1	2
Kimball	1	*	1		2
Laurel		1	1		1
Lewiston		*			
Lexington		1	1		1
Lincoln	5	1			2
Litchfield	1	*			1
Lodgepole		*			
Loomis		*			
Louisville		1			1
Loup City	1	*	1		1
Lyman	1	*	1		1
Lynch		*	1		1
Lyons		*			
McCook		*	1	1	2
Macy	1	1			2
Maywood	1	*	1		2
Mead		*			
Anselmo-Merna		*	1	1	1
Milford	1	*		1	1
Millard	1	*			3
Minatare	1	*	1		1

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Minden	1	*			1
Mitchell	1	1	1		1
Mitchell-Sunflower	1	*	1		2
Morrill	1	*	1		1
Murdock	1	*			1
Murray		*			
Naper		*	1		1
Nebraska City		*		1	1
Nehawka		*			
Neligh		*	1		1
Newcastle		*	1		1
Newman Grove	1	*			1
Niobrara		*	1		1
Norfolk	1	*	1	1	1
North Bend	*	1			1
North Bend Elem.		*			
North Platte	2	1	1	1	3
Oakdale		*			
Oakland-Craig	1	*	1	1	2
Odell		*			
Ogallala	2	*	1	1	2
Ogallala ESU #16		*	1		1
Ohiowa		*			
Omaha	3	1		1	3
O'Neill	1	*		1	2
Orchard		*	1		1

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Ord	1	*	1		2
Orleans		*			
Osmond		1	1		2
Oxford		*	1		1
Palmer	1	*			1
Palmyra	1	*			2
Papillion	1	1			2
Pawnee City	1	1		1	1
Pender		*	1	1	2
Pierce		1	1		2.
Plainview		*			
Plattsmouth	1	1		1	2
Ponca		*	1	1	2
Prague		*			
Ralston		1		1	2
Randolph		*			
Ravenna		*	1		1
Raymond Central	1	*			2
Red Cloud	1	*			1
Republican City		*			
Rising City	1	*			1
Rosalie		*	1		1
Rushville		*	1		1
St. Edward		*	1		1
St. Helena	1	*	1	1	3
St. Paul	1	*	1		3

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Santee		*	1		1
Sargent		*	1		1
North Loup-Scotia	1	*	1		1
Scottsbluff	2	2	1		3
Scribner		*	1		1
Seward		*			
Shelby	1	*			1
Shelton		*	1		1
Shickley		*			
Sidney	2	*			3
Silver Creek	1	*			1
Snyder		*			
South Sioux City	1	*	1		1
Spalding		*		1	1
Spencer		*	1		1
Stanton		*			
Stella	1	*			1
Sterling	1	*			1
Stuart		1		1	1
Superior	1	*	1	1	1
Surprise	1	*			1
Sutton	1	*	1		2
Syracuse		*			
Table Rock	1	*			1
Taylor		*	1		1
Tecumseh	1	*			1

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Tekamah-Herman	1	*	1	1	2
Tilden		*			
Trenton		*			
Utica		1			1
Valentine Elem.		*	1		1
Valley		*		1	1
Venango	1	*	1		2
Verdigre	1	1			2
Wahoo		*		1	1
Wakefield		*		1	1
Walthill	1	*	1		1
Wauneta	*	1			1
Wausa		*			
Waverly		*		1	1
Wayne		*	1		1
Weeping Water		1			1
West Point			1	1	2
Omaha-Westside	1	*			3
Wilber		*			
Wilcox	1	*			1
Wilsonville		*			
Winnebago	2	1			3
Winside		*			
Wisner-Pilger		*			
Wolbach	1	*	1		2
Wood River Elem.	1	*			1

	MONITORING VISITS		REGIONAL MEETINGS	OTHER VISITS	STAFF INVOLVED
	SCHOOL YR.	SUMMER			
Wood River HS	1	*	1		1
Wymore	1	*		1	2
Wynot	1	*	1		2
York	2	*		1	2
Yutan		*			

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INSERVICE

Inservice is an important element of the Title I program. If a program has teacher aides, then this element is crucial in providing for their training. Over 65% of the Title I projects were funded for planned inservice activities. These activities involved almost 700 people paid out of Title I funds and almost 400 people not paid out of Title I funds. The Title I staff consisted of 57% teachers, 30% aides, 8% administrators, and 4% "other" staff. The staff not paid out of Title I funds included 80% teachers, 3% aides, 11% administrators, and 6% "other" staff.

A significant kind of inservice was introduced this past summer. A summer institute was co-sponsored by Educational Service Unit #9 at Hastings and Kearney State College. This institute was available only to fifty Title I teachers who were to be employed in Title I programs during the 1974-75 school year. The Title I projects could amend their programs to include money to cover expenses and/or tuition of teachers who were selected to attend. Six hours of credit were available from Kearney State College for the participants.

The first week included the Instructional Development Institute (IDI) program. The IDI is a validated training program in eight units of forty hours designed to provide teams of teachers, administrators, board members and specialists with initial competencies and skills in applying an instructional systems approach to the development of practical solutions to critical teaching and learning problems. The IDI was conducted by Mr. Jack Baillie, Administrator of ESEA Title III, Mrs. Vickey Radcliffe, Evaluator of ESEA Title I and III, and Mr. Larry Bauer, Consultant in Instructional Television Utilization.

The second week was a workshop on Non-verbal Communication presented by Dr. Don Grandgenett from the University of Nebraska at Omaha. This week included basic theories and research on the development, facilitation and barriers of human non-verbal communication. It also included an analysis of non-verbal interaction with specific applications to education, business, supervision, counseling, therapy and inter-personal speech communications.

Two days of the second week were spent on diagnosis and instruction; specific word attack skills; readability and readability formulas, reading levels and reading expectancy. These two days were led by Jeanette Jackson, Title I reading specialist from the Educational Service Unit at Columbus, and Julia Agard of Kearney State College.

The third and fourth weeks concentrated on identification, diagnosis and remediation of children with learning problems. The instructors for the third week were Dr. Irv Ross and Barbara Ross of the Diagnostic-Remedial Center staff of the Hastings Service Unit. Dr. James Chalfant of the University of Arizona was available two of the days to work with the participants. The objectives of this component were:

1. To administer an informal analysis inventory and interpret the results.
2. To administer and interpret the Spache Reading Diagnostic Scales.
3. To organize data into a listing of the child's educational strengths and weaknesses.
4. To develop informal teaching probes which further explore the child's problems as indicated on the asset-deficit list.
5. To group similar problem areas together in order to form a diagnostic statement.

The instructor for the final week was Lydia Walker of the Diagnostic-Remedial Center staff of the Hastings Service Unit. She was formerly the supervisor of the Learning Disabilities Clinic at the University of Arizona. The objectives for this component were:

1. To write specific instructional objectives based on the child's profile of educational strengths and weaknesses.
2. To develop appropriate teaching procedures based on the child's strengths and weaknesses.
3. To develop instructional materials appropriate for Title I activities.

At the completion of the workshop an evaluation was made by the participants. They were most enthusiastic about their experiences, especially the third and fourth weeks. The teachers felt that these two weeks were more relevent to their teaching experiences. Table II shows the way the participants responded to the evaluation of the workshop. It was interesting to note that 22% of those responding said that if a similar workshop were held next year, they would like an advanced workshop for them or a follow-up to this one.

TABLE II

EVALUATION
ESEA TITLE I INSTITUTE

I. Rate each of the sessions listed by circling the number which appropriately describes your response:

0 = Not Useful
1 = Somewhat Useful
2 = Useful
3 = Very Useful

0 1 2 3 (1.2) A. Instructional Development Institute - Week I

0 1 2 3 (2.5) B. Behavior Modification - Week II, Monday

0 1 2 3 (2.6) C. Reading & Readability - Week II, Tuesday & Wednesday

0 1 2 3 (1.9) D. Non-verbal Communication - Week II, Thursday & Friday

0 1 2 3 (2.8) E. Identification, Diagnosis and Remediation of Children with Learning Problems - Week III

0 1 2 3 (2.8) F. Examination of Formal Tests, Setting Goals, Objectives, and Remediation Procedures - Week IV

II. Prioritize the units of the institute from 1 through 6 indicating their relevancy to you in your classroom experiences. A "1" would indicate that the unit was the most relevant to you, and "6" would indicate that it was the least relevant:

(6) 5.5 A. Instructional Development Institute - Week I

(4) 3.3 B. Behavior Modification - Week II, Monday

(3) 3.2 C. Reading & Readability - Week II, Tuesday & Wednesday

(5) 4.7 D. Non-verbal Communication - Week II, Thursday & Friday

(2) 2.2 E. Identification, Diagnosis and Remediation of Children with Learning Disabilities - Week III

(1) 2.1 F. Examination of Formal Tests, Setting Goals, Objectives, and Remediation - Week IV

III. What were the strengths of the institute?

Excellent Instructors	62%
Excellent Organization & Planning	27%
Teacher Interaction & Idea Exchange	27%
Diverse Activities	22%
ESU Hospitality	22%
Identification, Diagnosis & Remediation	20%
Activities with Children	18%
Useful Materials	13%
Game Booklets	7%
No Homework	7%
Behavior Modification	4%

Others Mentioned: College Credit, Behavioral Objectives, Readability

IV. What were the weaknesses of the institute?

IDI; too long; not useful	31%
Too Long; too much sitting	29%
Overlapping of topics (Beh. Obj.)	27%
Air Conditioning (ESU & Dorm)	16%
Asset-deficit Lists Needed More In-depth Study	7%
Materials Requested Weren't Needed	7%

Others Mentioned: Non-verbal Section, Not Enough Teaching Techniques & Grandgenette Speech

V. What changes should be made if a similar workshop is held next year?

More Time for Speakers	
a. Chalfant	33%
Barb & Erv	7%
Jackson	2%
Others	4%
Less or no IDI	24%
Advanced or Follow-up Level	22%
More Diagnosis & Remediation	13%
More Children to Work With	11%
More Space or Fewer Participants	11%
More Teacher Interaction	11%
More Behavior Modification	11%
Hold it in June	9%
More Coordination Between Instructors	7%
Shorter Days	4%

Others Mentioned: Time to Visit with Instructors, Observe Specialists with Students, More for the Secondary Level & Administrators Participate

3

PARENT ADVISORY COUNCILS

Parent and community involvement is not only a Title I goal, but a goal for education in Nebraska. One of our State goals is that, "Each educator should involve both students and the community in planning for educational decision-making." Title I regulations require a Parent Advisory Council for each school district which prepares a program application. These councils have generally focused on three main functions: (1) providing feedback for decision making; (2) involvement in activities in and for the project; and (3) educating themselves and others about the project.

The most common function, however was educating the parents about the Title I activities. Following are some examples of the kinds of educational activities conducted by local advisory councils:

Kearney

"Each Friday a newsletter was sent home to the parents of students enrolled in the Title I Language Arts Program. The newsletter told about some of the activities the students had participated in during the week. In addition, each newsletter involved some motor skill associated with our language program."

Wolbach (5-13-74)

"One mother asked if she should take her child out of band if she was in the remedial classes; but Mr. Collins answered 'no' as that is an enjoyment to them and if they were to take them out of band or something that they enjoyed, they may feel it was a punishment, and may not have the incentive to do better."

Arapahoe (1-21-74)

"Articles from recent periodicals on parent-school cooperation and experimental practices in training children outside conventional classrooms across the country were discussed. Members examined materials used by their own children in the special reading room, noted their progress and expressed opinions for not returning to the classroom too soon. They also asked for more video-taped programs of classroom activities."

Johnson-Brock (8-27-73)

"A meeting was held with two remedial teachers, Supt. R.W. Remmers, and five members of the Parent Advisory Committee. Four of these members have children in the program.

The purpose of the meeting was to inform parents as to how the program is being financed, their part in helping to plan the program, and how children are selected to be in the program."

Over 1,800 people participated in Title I Parent Advisory Councils during the past school year. Of these people, 69% were parents of children in Title I activities in public schools and 9% were parents of children in private schools. Schools averaged 3.4 meetings during the year. As a result of requests from LEA's about advisory councils, the Title I staff included an objective addressed to this function within their program objectives for 1975:

Objective 6: To establish representative, informed, and active Parent Advisory Councils in all Title I schools throughout Nebraska.
Education Goal # B-4, B-5, C-3

METHODS/ROLES

The SEA will require each school district participating in Title I to establish an advisory council composed of Parents who have children participating in Title I activities. The SEA will require the involvement of the Parent Advisory through formal meetings in developing the program application and in evaluating the results of the program.

To provide council members with the necessary background (intent of program, regulations, role of the Council, etc.), the SEA will conduct regional meetings for council members across the State and disseminate written literature to each established council.

EVIDENCE OF SUCCESS

Each participating local school district will be required to identify the Parent Advisory membership and to maintain documentable minutes of council proceedings. The State Department of Education will review records of council activities and interview parent council members as part of the program monitoring process.

4

IN-DEPTH SELF STUDY

A special in-depth self study was conducted in a sample of 45 schools during the spring. The schools that participated were:

Albion
Alma
Anselmo-Merna
Ansley
Arapahoe
Ashland
Auburn
Aurora
Beatrice
Blair
Brainard
Central City
Clarks
Crofton
Culbertson
Decatur
Elm Creek
Fairbury
Fremont
Fullerton
Gothenburg
Grand Island
Hebron
Kearney
McCook
Norfolk
North Platte
Oakland
O'Neill
Pawnee City
Pender
Plattsmouth
Ponca
Ralston
St. Helena
Spalding
Superior
Sutton
Tekamah-Herman
Wahoo
Wakefield
Waverly
West Point
Wymore
York

The study was conducted through the use of a self-study reporting form (Appendix D). The information collected in the study led to several basic conclusions about Title I success in Nebraska:

1. The student needs assessment is not necessarily a true indicator of the success of the Title I program.

2. The number of students "graduating" out of the Title I program is increasing each year, with the largest percentage of graduates coming from the second grade.

3. The average standardized test score for Title I "graduates" in reading was 48%, while 85% of those students were doing "C" work or better in the classroom.

4. Of the currently participating students in Title I, teachers felt that 4% would be better served in an EMH and/or TMR activity.

5. The average standardized test scores in English or reading for high school students who were former Title I participants was only 31%, but over 60% of these students are earning "C" grades or better in English or reading on their report cards.

6. Of the schools sampled, none thought their Title I program was unsuccessful, while 41% said it was highly successful, and 59% said it was moderately successful.

The results of the in-depth self study are included on the following pages.

RESULTS OF THE TITLE I IN-DEPTH SELF STUDY

I. A. Use item 12 or 22 on your individual needs assessment sheets for the following years to identify the number of students who qualified for your reading activity. Then list the number who actually participated in the reading activity: (45 school districts)

1971-72			
GRADE	QUALIFIED	PARTICIPANTS	%
1	698	587	84%
2	957	795	83%
3	1,191	831	70%
4	1,170	696	59%
5	1,296	617	48%
6	1,215	535	44%
TOTAL	6,527	4,061	62%

1972-73			
GRADE	QUALIFIED	PARTICIPANTS	%
1	851	677	80%
2	892	766	86%
3	1,144	857	75%
4	1,183	803	68%
5	1,333	663	50%
6	1,325	533	40%
TOTAL	6,728	4,299	64%

1973-74			
GRADE	QUALIFIED	PARTICIPANTS	%
1	554	520	94%
2	743	712	96%
3	971	751	77%
4	1,048	697	67%
5	1,302	573	44%
6	1,290	528	41%
TOTAL	5,908	3,781	64%

I. B. Does the number of children in the following percentile bands increase or decrease over the past three years?

(A) 1-30% - 50% of the schools increased
50% of the schools decreased

(B) 31-40% - 40% of the schools increased
60% of the schools decreased

(C) 41-49% - 45% of the schools increased
55% of the schools decreased

I. C. In your opinion what contributes to the increase or decrease in priority students?

The most common reason given for the increase or decrease in priority students over the past three years was the changing school population. This was attributed to increased enrollment and mobility of the students. Over 50% of the schools cited this as a reason for the changing figures.

Almost a third of the schools attributed this change in figures to the shift of priority students from one band to another. For example, column B (31-40%) increased because a number of students moved up from column A (1-30%). Likewise, column C (41-49%) increased because a number of students moved up from column B.

Another reason for the changing figures was the number of attendance centers eligible for participation. Almost 15% of the responding schools said that the eligibility of additional attendance centers increased their number of priority students. Also, the inclusion of parochial school students and the unification of school districts affected the priority students in this same manner.

More than a fourth of the schools commented on procedural changes in their needs assessments. Teacher judgment may have been used one year and standardized tests the next year. Some schools changed tests from one year to the next. Some schools had used composite scores to admit a child one year and language arts scores another year. Several schools felt they had children who fell below the fiftieth percentile for needs assessment purposes, but who performed well enough in the classroom to be eliminated from the participants. A student might also be eliminated after scoring higher than the fiftieth percentile on the pretest, which is sometimes different from the test used for needs assessment.

More than 10% of the schools attributed the changing numbers to the restricted scope of the projects. The program may extend, in certain schools, only as high as the third grade. Several schools felt they were doing a better job of assessing their students' needs now than three years ago--the implication here being that the better they can identify students who need help, the more there might be.

The fact that students are assessed as needing help by a composite score of less than the fiftieth percentile, doesn't always indicate they need help in reading. Therefore, the needs assessment is not necessarily a true indicator of the success of the Title I program.

II. A. Indicate the number of program participants in reading who attained their respective grade level in reading and were removed from the special reading program as a result of their reading achievement:

	1971-72	% OF TOTAL "GRADUATES"	% OF PARTICIPANTS
GRADE 1	78	10%	13%
2	171	22%	22%
3	138	17%	17%
4	119	15%	17%
5	154	19%	25%
6	139	17%	26%
TOTAL	799		20%

	1972-73	% OF TOTAL "GRADUATES	% OF PARTICIPANTS
GRADE 1	136	13%	20%
2	228	23%	30%
3	224	22%	26%
4	176	17%	22%
5	122	12%	18%
6	129	13%	24%
TOTAL	1,015		24%

1971-72 20% of the students "graduated" out of Title I

1972-73 24% of the students "graduated" out of Title I

II. B. Title I "Graduates"

Of the 45 responding schools, 53% reported their most current standardized test results in percentile. The average percentile scores for these students who have returned to the regular classroom were:

reading - 48%
math - 44%
social studies - 41%

Using the most current report card grades (January, 1974), Title I graduates are presently earning the following grades:

	READING	MATH	SOCIAL STUDIES
A's	4%	6%	5%
B's	33%	34%	32%
C's	52%	45%	49%
D's	9%	13%	12%
F's	1%	2%	2%

These report card grades indicate that while the average standardized test scores may not be above the 50%, they are generally capable of doing "C" work or better. Over 85% of the students are doing "C" work or better.

Of the students who graduated out of Title I reading, 47% participated for only one year. On the whole these students are generally working on a higher level than the other graduates who needed more than one year in Title I:

	READING	MATH	SOCIAL STUDIES
A's	5%	7%	6%
B's	39%	37%	36%
C's	49%	46%	49%
D's	6%	9%	8%
F's	.5%	.8%	.8%

When asked if the Title I graduates presently had favorable or unfavorable attitudes and behavior compared to their peers, teachers responded that 93% were favorable and 7% were unfavorable.

III. Of all the currently (1973-74) participating students, how many might be more appropriately served in an EMH and/or TMR activity?

	1973-74
GRADE 1	25
2	20
3	18
4	17
5	35
6	33
TOTAL	148

Of the currently participating students in Title I, teachers feel that 4 % would better be served in an EMH and/or TMR activity.

IV. What tests were used in completing this year's needs assessment? What tests will be used in evaluating student progress?

58% - are using tests from the same publisher for needs assessment and evaluation

42% - are using tests from different publishers for needs assessment and evaluation

V. Of their present high school students (grades 10-12) those who were former Title I participants are presently earning the following grades:

	MATH	ENGLISH/READING
A's	4%	6%
B's	19%	22%
C's	40%	40%
D's	32%	27%
F's	5%	5%

These grades are based on the report cards for first semester (January, 1974). Over 60% of these students are earning "C" grades or better in math and reading.

Most of the standardized test scores of high school students were recorded as percentiles. The average percentile scores for those former Title I participants were well below the fiftieth percentile. However, as indicated by their class grades, they are generally competing with their classmates on an average or above average level. The scores were:

math - 36%
English/reading - 31%
composite - 30%

VI. Of the dropouts in these 45 school districts in 1972-73, 122 were former Title I participants.

VII. A. What concrete evidence do regular classroom teachers offer that Title I is effective?

All schools responded to this item, and most of them cited more than one kind of evidence:

70% - gains in reading scores and general reading ability

70% - improved behavior, motivation and attitudes toward school and reading

60% - improved reading skills -- phonetics, word attack, spelling, speed and oral reading

58% - greater self-confidence, independence and improved self-concept

49% - improvement in other subjects like math and social studies

37% - return of Title I students to their regular classroom reading and their continued success

37% - increased outside interests of students, as well as their interest in selecting a larger number and variety of reading materials

28% - improved classroom carry-over through teacher cooperation

2% - positive parent reaction to program

VII. B. What concrete evidence do regular classroom teachers offer that Title I is ineffective?

Over 50% of the schools said there was no evidence that the program was ineffective, or they left this part blank. A large number of schools that did answer this question cited more difficulties, problems or suggestions for the program rather than evidence of ineffectiveness. Other responses were:

23% - lack of coordination between Title I and the regular classroom

12% - inconsistent test results sometimes showing a loss or minimal gain

12% - little carry-over from Title I to other subjects or to the regular classroom

12% - still some indifference, boredom, and reluctance to read or attend Title I

12% - not enough students are admitted to the program or not enough subjects included

9% - students miss out on other classroom work and get farther behind, require more individual attention, and are overworked

9% - learning capabilities limit the possibility of some students ever catching up

2% - improper diagnosis of reading problems

2% - stigma attached to attending Title I

2% - parents are reluctant to have their children participate

VIII. In your opinion, is your Title I program (1) highly successful, (2) moderately successful, or (3) unsuccessful?

41% - highly successful
59% - moderately successful
0 - unsuccessful

What factors led to this decision?

Highly Successful	Moderately Successful	Most Common Responses
50%	46%	test gains
44%	50%	student attitudes and self confidence
39%	38%	teacher cooperation and support
33%	50%	classroom performance
33%		personnel talents and training
50%	19%	community and parent support
17%	27%	skill improvement
11%		basic program changes *
	15%	increase interest in reading

Although no schools felt their programs were unsuccessful, some of them described changes they were making to improve their project. Some of their plans included the improvement in teacher communication and cooperation between Title I staff and classroom teachers; extending their projects to include more students at more grade levels; and improving their scheduling to satisfy the needs of the child as well as the classroom teachers.

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* Some schools noted that Title I had caused them to examine the academic deficiencies in their own curriculum and make some basic changes.

5

READING ACHIEVEMENT

The Local Evaluation Report for Nebraska school districts requests test scores of all students in a Title I reading activity in grades three through twelve. Scores were also submitted for some first and second graders. Scores were available for over 14,000 students. This does not include Omaha, since they do their own analysis of scores. Their summary is included later on in this report. Only scores from students who took equivalent pre- and posttests were used. The mean gain in reading for 14,929 students was 1.02.

MEAN GAIN AND GRADE LEVELS

Table III shows the distribution of students by mean gain bands and grade levels. There are four mean gain bands: (1) no gain to seven months, (2) seven months to one year, (3) one year to one year and five months, and (4) gains over one year and five months. The grade with the largest number of scores reported was grade five. They made up 17% of the sample. Grades three through five made up 48% of those students with reading scores.

Approximately 60% of the students made gains over seven months. Over 45% of the students made gains over one year, and 25% made gains over one year and five months. For FY 1973 these figures were 60%, 46% and 26% respectively.

Most grades showed that the majority of their students made gains over seven months. Grade 2 had 65%; grade 3 had 60%; grade 4 had 59%; grade 5 and 6 had 62%; grade 7 had 63%; and grade 8 had 56% of their students making gains over seven months.

TABLE III

READING STUDENTS
BY MEAN GAIN & GRADE
SCHOOL YEAR

MEAN GAIN BANDS	0 - .70 MEAN GAIN	.71 - 1.00 MEAN GAIN	1.01 - 1.50 MEAN GAIN	1.51 OR MORE MEAN GAIN	TOTAL
GRADE LEVEL					
1	200	67	73	31	371
2	675	374	448	407	1904
3	865	360	482	440	2147
4	937	349	440	527	2253
5	890	311	463	663	2327
6	747	264	396	566	1973
7	516	153	223	488	1380
8	386	91	133	257	867
9	215	33	57	88	393
10	88	26	25	33	172
11	83	15	13	31	142
12	40	12	8	12	72
TOTALS:	5642	2055	2761	3543	14001
	40	15	20	25	%

It is interesting to note the percent of students by grade level and mean gain bands as shown on Table IV. Of those students making a gain of less than seven months, grades nine through twelve and grade one all had over 50% of their students in this mean gain band. This may indicate that the Title I reading activities may not be as successful in these grades. Grades two through eight had over 50% of their students making gains above seven months.

MEAN GAIN BY IQ AND GRADE LEVELS

IQ scores were reported for 16,023 students. This represents 76% of the Title I students, excluding Omaha. Not all of these students were in reading activities, however. Table V shows the reading mean gains of students with IQ scores by grade level. The IQ bands are divided for those below 90, those between 91 and 100, those between 101 and 110, and those with an IQ of 111 or above.

The total mean gain for those students with IQ's below 90 was eight months. The total mean gain for those students with IQ's between 91 and 100 was one year. Those students with IQ's between 100 and 110 had a mean gain of one year and two months. Those students with IQ's of 111 or above had a mean gain of one year and three months. The mean gains by IQ bands for FY 1972, FY 1973 and FY 1974 are almost identical. All three years show progressions beginning with eight months, although FY 1972 and FY 1973 extend to one year and four months, and FY 1974 extends only to one year and three months. As one would expect, the mean gains increased as the IQ levels increased.

For those students with IQ's below 90, the lowest mean gain was for grade eleven with four months. The highest mean gain for this group was for grade ten with almost a full year's gain.

TABLE IV

PERCENT OF STUDENTS
BY MEAN GAIN & GRADE
READING

MEAN GAIN BANDS	0 - .70	.71 - 1.5	1.5 OR MORE
GRADE LEVEL			
1	54%	38%	8%
2	35%	44%	21%
3	40%	40%	20%
4	42%	35%	23%
5	38%	34%	28%
6	38%	33%	29%
7	37%	28%	35%
8	45%	25%	30%
9	55%	23%	22%
10	51%	30%	19%
11	58%	20%	22%
12	56%	27%	17%

TABLE V

READING MEAN GAIN
BY IQ AND GRADE LEVEL
SCHOOL YEAR

IQ BANDS	90 OR BELOW	91 - 100	101 - 110	111 OR ABOVE
GRADE LEVEL				
1	.59	.83	.71	.82
2	.89	.92	1.15	1.21
3	.81	1.01	1.08	1.24
4	.74	.91	1.17	1.40
5	.80	1.10	1.39	1.60
6	.90	1.17	1.28	1.32
7	.93	1.26	1.39	1.68
8	.82	1.02	1.07	1.47
9	.68	.85	.97	.76
10	.99	.81	1.02	.80
11	.40	.99	.73	.72
12	.84	.51	1.30	.90
TOTAL MEAN GAINS	.83	1.04	1.2	1.33

The students with IQ's between 91 and 100 showed gains from five months to a year and two months. The lowest gain came from grade twelve, while the seventh grade made the highest gain.

For those students with IQ's between 101 and 110, the lowest mean gain was for grade one with a seven month mean gain. Grades five and seven had the highest mean gains with one year and four months.

Those students with IQ's above 111 had gains from seven months to one year and seven months. The lowest mean gain was in grade eleven, while the highest mean gain was in grade seven.

The gains made in grades nine through twelve and grade one are not as dramatic as the gains in grades two through eight. This would help to confirm the assumption made from Table III that the Title I reading activity may not be as successful in grades nine through twelve and grade one as it is in other grades. These grades also did not follow the normal progression of increased mean gains as IQ's increased. All five of these grades had higher mean gains by students with IQ's between 91 and 110 than by those students with IQ's over 111.

MEAN GAIN BY SEX AND IQ

The mean gain in reading for students according to their sex and IQ is depicted on Table VI. The IQ bands are the same ones described above. The mean gain for boys was again slightly higher than the mean gain for girls across all four IQ bands. The mean gain for boys was one year and seven tenths of a month, while girls made a gain of one year and four tenths of a month. The largest difference between the sexes occurred for those with IQ's of 111 and above. Almost a full month's difference appeared here (seven tenths of a month). Less

TABLE VI

READING MEAN GAIN
BY SEX AND IQ

	BOYS	GIRLS	BOTH SEXES
IQ BANDS			
90 OR BELOW	.83	.82	.83
91 - 100	1.06	1.00	1.04
101 - 110	1.21	1.18	1.20
111 OR ABOVE	1.30	1.37	1.33
TOTAL MEAN GAINS	1.07	1.04	1.06

than one tenth of a month's difference occurred between boys and girls with IQ's below 90.

Omaha students are not included on Table VI since they did not report IQ scores. Excluding Omaha, there were 4,575 more boys than girls in Title I. This difference could possibly account for the slightly higher mean gain that the boys held.

MEAN GAIN BY SEX AND GRADE LEVEL

Table VII shows mean gains by grade levels for 14,929 students. This excludes Omaha. The largest gain for any grade level was one year and two months for seventh graders. This was the same gain they made in FY 1973, when that grade also made the highest gain. Again they also made up only about 9% of the students with reading scores. The smallest gain was seven months for first graders. They also made the smallest gain in FY 1973 with six months gain. However, first graders made up less than 3% of the students with scores.

The most common numbers of months between pre- and posttesting were seven, eight, nine and ten. Some schools, however, test only once a year, so that twelve months are between their pre- and posttests. Perhaps because of a summer regression, these students gained just under seven months. Students tested at the end of seven months had a mean gain of almost nine months, or 1.2 months gain for each month of instruction. Students tested at the end of eight months had a mean gain of almost one year, or 1.2 months gain for each month of instruction. Students tested at the end of nine months gained almost one year and one month, or 1.2 months gain for each month of instruction. Students tested at the end of ten months gained over one year and four months, or 1.4 months gain for each month of instruction. These results

TABLE VII

MEAN GAIN BY GRADE LEVEL
READING

GRADE LEVEL	MEAN GAIN
1	.72
2	1.04
3	1.01
4	1.00
5	1.09
6	1.13
7	1.22
8	.94
9	.80
10	.83
11	.72
12	.75
TOTAL FOR 14,929 STUDENTS	1.02

Students tested at the end of 7 months gained .89.
Students tested at the end of 8 months gained .99.
Students tested at the end of 9 months gained 1.09.
Students tested at the end of 10 months gained 1.42.
Students tested at the end of 12 months gained .66.

would indicate that the longer period of time between pre- and posttesting over ten months might diminish the effects of the instruction, since those students with twelve months between pre- and posttesting made only about a half a month gain for each month of instruction.

MEAN GAIN AND TESTS GIVEN

Gates-MacGinitie tests were again most frequently given. They were given to 30% of the students tested. Metropolitan tests were given to 23% of the students, and SRA tests were given to 16%. Table VIII shows the number of students in each mean gain band by the tests which they took. All of the tests showed that more than 50% of the students taking them gained over seven months.

Students taking the Metropolitan and Iowa tests made somewhat less gains than those taking the other tests. In both cases, 52% of the students taking the tests made gains of seven months or more. But 59% or more of the students taking the other tests made gains of over seven months.

LONGITUDINAL GAINS

Table IX is important because it depicts the growth of Nebraska students in Title I reading by their districts over a three year period. It also depicts their growth in math over a two year period. These longitudinal records helped the SEA in determining which schools needed assistance and visits during FY 1975.

SUMMER READING GAINS

Standardized test scores are not required for summer school programs. Often teacher-made tests are used to evaluate summer school progress since they require less time to administer and score. Some schools did, however, record standardized test data. A sample of these scores revealed that the mean gain in reading was one and a half months for 247 students. Since most sessions lasted four to six weeks, the gain appears to be one month for each month of instruction.

TABLE VIII

READING STUDENTS BY MEAN GAIN & TESTS GIVEN

MEAN GAIN BANDS	0 - .70	.71 - 1.00	1.01 - 1.50	1.51 OR MORE	TOTAL
TESTS GIVEN					
California	422	184	349	390	1,345
Gates-MacGinitie	1,458	519	775	1,426	4,178
Metropolitan	1,535	570	602	493	3,200
Stanford	472	193	229	254	1,148
SRA	960	303	420	560	2,243
Iowa	683	205	261	288	1,437
"Other"	112	81	125	132	450
TOTALS:	5,642	2,055	2,761	3,543	14,001

TABLE IX
TITLE I MEAN GAINS

	READING			MATH	
	1972	1973	1974	1973	1974
Adams			.56		
Ainsworth	1.3	1.06	1.03	1.34	1.00
Albion	1.1	1.39	1.64		
Allen	.8	.96	.06		
Alliance	.4	.93	1.03		
Alma	.4	.336	.57		.70
Amherst		1.4	2.10		
Ansley	2.1	.18	.63		
Arapahoe	1.3		2.27		
Arcadia	1.3	1.01	Not In	1.31	Not In
Arlington	1.1	.62	.94	.74	.88
Arnold	1.6	1.36	.86		
Ashland	1.3	1.52	1.29		
Atkinson El.	1.5	1.73	1.79		
Auburn	1.2	.82	.78	.96	
Aurora	1.0	.96	.93		
Bancroft	1.8		1.55		.53
Barneston	.8		.72		
Bartlett	1.0	1.41	1.24		
Bassett El.	1.6	.82	1.02		1.32
Beatrice ESU #5			.95		.86
Beatrice	1.8	1.68	1.47		
Beaver City	1.4	1.07	1.33		
Beaver Valley	.7	.25	.18		
Beemer	1.5	1.18	.81		
Bellevue	1.2	2.21	.57	.79	.80

	READING			MATH	
	1972	1973	1974	1973	1974
Benkelman	1.2	1.23	1.35		1.60
Bennington		.94	.88		
Bertrand	.7	1.05	.74	1.03	.91
Blair	.8	.94	.87		
Bloomfield	1.8	1.63	2.21	1.00	1.78
Blue Hill	1.1	.72	1.38		1.24
Bradshaw			.88		
Brainard	1.1	1.52	1.15		
Broken Bow	1.2	1.04	.59	.74	.77
Burwell	1.2	.87	.95	1.02	1.61
Butte	1.6	1.96	2.10	1.36	
Byron		1.08	1.37		
Cairo		.84	.86		
Callaway	1.1	.77	1.42	1.35	2.57
Cambridge	.5	.99	.94		
Cedar Bluffs	.5	.23	1.52		
Cedar Rapids		.79	1.22	1.36	1.89
Central City	1.1	1.02	.78		
Chadron	.5	.97	.91	1.48	.62
Chambers	1.3	1.41	1.80		
Chapman			.50		
Chappell	1.1	.98	1.09		1.35
Chester-Hubbell	.8	1.25	.49		
Clarks	.3	1.5	.54		
Clarkson	.5	1.24	1.22	1.42	1.22
Clay Center	.8				.77

	READING			MATH	
	1972	1973	1974	1973	1974
Clearwater	.6	.92	Not In		
Cody-Kilgore	.2	.24	.66	.43	1.32
Coleridge	.6	.1	1.39	.06	1.32
Columbus ESU #7		1.43	1.50		
Cook		1.04	1.69	1.01	
Cozad	.9	.93	1.10	.71	.85
Crawford	.4	.5	.77		
Creighton	1.5	.97	.98	.65	1.07
Crete	1.1	.17	1.38		
Crofton	1.2	.90	1.25		1.23
Culbertson	.8	1.14	1.17		
Dalton	.6	1.07	1.02		
Davenport	1.1	.66	1.80		
David City	.6	1.21	1.02	1.76	1.29
Dawson-Verdon	1.0	.54	.65		
Decatur	1.3	1.35	1.21	.90	1.25
Deshler	1.0	1.17	1.65	1.08	1.76
Dodge	1.2	.86	.95		
Dorchester	.8	1.17	1.45		
Dunning	1.2	.85	.85	.77	1.11
Elba	1.7	1.05	.15		
Elgin		1.05	1.00		
Elk Creek	1.1	1.92	1.15		
Elkhorn	.9	.54	1.07		
Elm Creek	1.3	1.51	.99		
Elmwood	1.2	.65	1.16		

	READING			MATH	
	1972	1973	1974	1973	1974
Emerson-Hubbard	1.0	.77	.82		
Eustis	.5	.62	.72		1.20
Ewing	.6	.34	.57		
Fairbury	.6	.95	.81	1.09	1.16
Fairmont		.89	.85		
Falls City	1.0	.85	1.13	.29	1.04
Farnam	.5	1.13	.35		
Farwell	.9	1.14	.95		
Filley	1.6	.86	1.07		
Fort Calhoun	2.0	.72	.51		
Franklin	.9	.97	1.67	1.19	1.83
Fremont	.3	.92	1.01		
Fullerton	1.0	1.25	.97		
Genoa	.8	1.51	.89		
Gering	1.2	1.38	.63	.69	.64
Gibbon	1.0	1.33	1.15		
Gordon	1.0	.86	.72		
Gothenburg	.4	1.15	.45		
Grand Island	.9	1.22	1.13	.84	1.11
Grant El.	1.1	1.05	.48	1.49	.86
Greeley	.9	1.67	1.10	2.28	2.06
Gretna	.6	.39	1.04		
Gurley	.5	.62	.90		
Harrisburg	1.0	1.09	1.00		
Harrison CHS	.8	1.64	2.52		
Harrison El.	.5	1.21	.95	2.0	

	READING			MATH	
	1972	1973	1974	1973	1974
Hartington	1.4	.06	.44	1.84	.47
Hastings ESU #9					
Hastings	1.3	1.12	.65		
Hayes Center	1.3		2.45	.17	1.72
Hay Springs		.96	.61		
Hebron	.9	1.53	.85	1.09	1.23
Henderson	.9	1.11	.39		
Hershey	.6	.49	.69		
Hickman		1.11	1.15		
Hildreth	1.0	.98	.72		
Holbrook	1.1	1.15	.93	1.47	.70
Holdrege	1.0	1.09	1.13		
Homer	.5	1.0	.94		
Hooper El.	1.3	1.68	1.36		
Hooper-Logan View	1.1	.95	.95		
Humboldt	1.2	.96	1.18	.95	
Humphrey		.7			2.38
Imperial	1.1	.86	.42		.60
Indianola	.5	.89	.69		
Inman		2.69	1.74		2.05
Johnson-Brock	1.3	1.26	1.08		
Kearney	1.5	1.68	1.68		2.94
Kimball		.77	.58		
Laurel	.04	1.04	.67	2.26	1.41
Lewiston		1.42	.68	.86	.84
Lexington	.8	1.5	1.18		.82

	READING			MATH	
	1972	1973	1974	1973	1974
Lincoln		.76	.71		
Litchfield		.65	.37	.98	1.05
Lodgepole	1.4	.96	.95		
Loomis	1.0	1.23	1.00		
Louisville	.9	1.52	1.44	1.62	
Loup City	.9	.97	.86	1.06	1.01
Lyman				.50	.72
Lynch	.5	.92	.63	.64	.69
Lyons	1.7	1.45	1.01		
McCook	1.0	1.10	.87	1.02	1.43
Macy	.5	.55	.56		.29
Maywood		1.04	.86	1.32	
Mead	1.2	1.44	1.58		
Merna	.7	1.02	.74		
Milford	.8	.84	.91		
Millard	.7	.64	.43	.81	.01
Minatare		.49			
Minden	.6				
Mitchell	.9	.59	.70		
Mitchell-Sunflower	.6	1.00	.92		
Morrill		.72	.64		
Murdock	1.8	.02	.78		
Murray	1.2	1.3	.84	1.21	.75
Naper	.9	.78	1.11	2.00	1.40
Nebraska City	1.6	1.59	1.37		
Nehawka		1.36	1.90		

	READING			MATH	
	1972	1973	1974	1973	1974
Neligh	.6	1.39	1.15		
Newcastle	1.8	.39	1.25		
Newman Grove	1.6	.96	.68		
Niobrara	.4	.54	.68		
Norfolk	1.1	1.06	.94		
North Bend El.				1.73	1.45
North Platte	1.1	1.66	1.45		
Oakdale		.45	1.15		1.08
Oakland-Craig		1.79	1.08	1.27	1.53
Odell		.98	.98	1.53	1.10
Ogallala		1.12	1.03		
Ogallala ESU #16			1.08		1.33
Ohiowa		1.16	1.80		
O'Neill		1.75	.99	1.34	1.16
Orchard		.69	.46		
Ord		1.16	1.30	1.44	1.20
Orleans		.55	1.01	1.08	1.00
Osmond			1.02		
Oxford		1.21	.58	1.5	1.13
Palmer	1.1	.91	.95		
Palmyra	.9	1.2	1.29	1.09	
Papillion	.9	1.45	1.62		
Pawnee City	.6	1.04	.90	.96	1.18
Pender	.7	.64	1.01	1.13	1.45
Pierce	.7	.55	1.15		
Plainview	.7	.63	.48	.510	

	READING			MATH	
	1972	1973	1974	1973	1974
Plattsmouth	1.1	.94	1.01		
Ponca	1.1	1.59	1.57		
Ralston	1.5	1.55	1.68		
Randolph	.5	.96	1.09		
Ravenna	.9	1.29	.84	1.54	1.45
Raymond Central	1.1	1.08	.95		
Red Cloud	1.2		1.01		
Republican City			1.20		
Rising City		1.18	1.65		
Rosalie	.4	.72	.57		
Rushville	.9	.77	.91		
St. Edward	1.1	1.24	1.62		
St. Helena	1.3	.86	1.00	.28	.96
St. Paul	.5	1.16	.99		
Sargent	.5	.74	.54	.62	.67
Scotia	1.0	.96	1.23	1.73	1.35
Scottsbluff	.8	.8	.86		
Scribner	1.1	1.2	1.24		
Seward	1.1	1.15	1.22		
Shelby	1.2	1.23	1.49		1.38
Shelton	.9	.77	.63	.47	.63
Shickley	.6	.78	.95		
Sidney	1.0	.74	.82		
Silver Creek		.34	1.16	.72	
Snyder		.70	1.03	1.12	1.18
So. Sioux City	.7	.89	1.28		

	READING			MATH	
	1972	1973	1974	1973	1974
Spalding	.7	.71	.46	1.14	1.23
Spencer	.5	.98	.89		
Stanton	1.1	.86	1.09		1.22
Stella		1.64	1.63	1.72	
Sterling	1.0	.75	.85		
Stuart	.8	1.04	1.29		
Superior	1.1	.8	1.18	1.13	.82
Surprise			1.20		
Sutton	.7	.72	.94		
Syracuse	1.2	1.3	.99	1.13	
Table Rock	.8	1.03	1.58		
Taylor		1.62	1.36		1.11
Tecumseh	1.2	1.0	1.46		
Tekamah-Herman	1.0	1.04	.88	1.52	.80
Tilden	.5	.84			.82
Trenton	.7	.73	.27		
Utica	.5	.81	.87		
Valentine	.5	.5	.78		
Valley			.85		
Venango	.1		1.08		
Verdigre	1.7	.79	1.21	1.07	.87
Wahoo	1.1	1.14	1.16		
Wakefield	.3	2.07			
Walthill	.8	.88	1.27	1.0	.91
Wausa	.8	.97	1.23		
Waverly		1.02	.95		

	READING			MATH	
	1972	1973	1974	1973	1974
Wayne	.7	1.14	.69	1.10	1.10
Weeping Water	1.3	1.2	.86		
West Point	.3	.87	.81	1.18	1.03
Westside	1.7			1.23	1.11
Wilber	1.0	1.07	1.48		
Wilcox	.8		.89		
Wilsonville			1.25		
Winnebago	1.3	1.12	.37	.37	.13
Winside	1.2	.85	.85	1.35	
Wisner-Pilger			1.08	.36	1.03
Wolbach	.4	1.23	.02	.13	.71
Wood River El.	.9	.98	.95		
Wood River HS		1.36	1.26		
Wymore	1.6	1.73	1.03	.86	.86
Wynot	1.1	.7	.38		
York	.6	.78	1.39		
Yutan	1.0	.76	.47		

6

ACADEMIC ACHIEVEMENT IN MATH

Test scores were required of all students in grades three through twelve who participated in a Title I math activity. Some schools reported scores on first and second graders which were also included. Math scores were available for 3,424 students in the state. This is an increase of 180 students with scores over those in FY 1973. The mean gain in math for 3,424 students was 1.10.

MATH MEAN GAIN AND GRADE LEVELS

Table X shows the number of students by grade level making gains less than seven months, between seven months and one year, between one year and a year and a half, and over a year and a half. Grade five had the largest number of students with math grades as was true in FY 1973. Again, 66% of the fifth grade students made gains of over seven months. The fifth graders made up 20% of the sample. Grades three through five made up 55% of those students with math scores.

Approximately 66% of the math students made gains over seven months. Over 51% made gains over one year, and 28% made gains over one year and five months. For FY 1973 these figures were 65%, 49% and 26% respectively showing some improvement for FY 1974.

Table XI shows the percent of students by grade level and mean gain bands. Grades one, nine, ten and twelve had over 50% of their students making gains of less than seven months. While grades two through eight had over 50% of their students making gains over seven months. This may indicate that the program is more successful in these grades.

TABLE X

MATH STUDENTS
BY MEAN GAIN & GRADE
SCHOOL YEAR

MEAN GAIN BANDS	0 - .70 MEAN GAIN	.71 - 1.00 MEAN GAIN	1.01 - 1.50 MEAN GAIN	1.51 OR MORE MEAN GAIN	TOTAL
GRADE LEVEL					
1	31	13	12	2	58
2	81	55	88	55	279
3	172	97	143	144	556
4	199	89	123	195	606
5	231	99	161	185	676
6	220	86	147	177	630
7	94	45	46	124	309
8	74	24	42	58	198
9	14	5	2	7	28
10	10	1	2	2	15
11	1	1	0	3	5
12	3	2	0	0	5
TOTALS:	1130	517	766	952	3365
	34	15	23	28	%

TABLE XI

PERCENT OF STUDENTS BY MEAN GAIN & GRADE MATH

MEAN GAIN BANDS	0 - .70	.71 - 1.5	1.5 OR MORE
GRADE LEVEL			
1	53%	44%	3%
2	29%	51%	20%
3	31%	43%	26%
4	33%	35%	32%
5	34%	39%	27%
6	35%	37%	28%
7	30%	30%	40%
8	37%	34%	29%
9	50%	25%	25%
10	67%	20%	13%
11	20%	20%	60%
12	60%	40%	

MATH MEAN GAIN BY IQ AND GRADE LEVELS

The mean gain in math by grade level and IQ is depicted on Table XII. The mean gain for those with IQ's below 90 was nine months. Students with IQ's between 91 and 100 had almost a one year and two months gain. Students with IQ's between 101 and 110 gained just over one year and two months. The mean gain for those with IQ's of 111 or above was one year and two and a half months. The mean gains increased as the IQ levels increased, as would be expected. However, in some cases the gain was only slight from one IQ band to another.

For those students with IQ's below 90, the lowest mean gain was for grade two with four months. The highest mean gain for this group was for grade eleven with a gain of two years and seven months.

The students with IQ's between 91 and 100 showed gains from a negative half of a month to two years and .4 months. The highest mean gain was in grade seven, while the loss came in grade ten.

For those students with IQ's between 101 and 110, the lowest mean gain was just under four months in grade two. The highest gain was in grade eleven with over a three year gain.

Those students with IQ's of 111 or above had gains from four months to one year and nine months. The lowest gain was in grade two and the highest gain was in grade eight. No math students in grades ten, eleven and twelve had IQ scores.

The pattern of math mean gains by IQ bands and grade levels is not as defined as the reading gains. In fact, the gains are very erratic. Only grades five, six and eight had increasing gains following the progression of IQ bands. Grade eleven had the highest and the lowest mean gains of those students with IQ scores.

TABLE XII

MATH MEAN GAIN
BY IQ AND GRADE LEVEL
SCHOOL YEAR

IQ BANDS	90 OR BELOW	91 - 100	101 - 110	111 OR ABOVE
GRADE LEVEL				
1	.56	2.04	.81	1.18
2	.38	1.46	.37	.41
3	.88	.90	1.33	1.19
4	.96	1.00	.89	1.01
5	.90	1.08	1.27	1.43
6	.90	1.19	1.28	1.60
7	.99	1.71	1.92	1.59
8	.67	1.15	1.54	1.91
9	1.19	.93	2.13	.80
10	1.80	-.05	.70	
11	2.70	.30	3.40	
TOTAL MEAN GAINS	.89	1.17	1.23	1.25

MATH MEAN GAIN BY SEX AND IQ

The mean gain in math for students according to their sex and IQ is depicted on Table XIII. The IQ bands are the same ones described above. The mean gain for girls was slightly higher than for boys in the IQ bands above 101 and overall. The mean gain for boys was one year and one month, while girls made a gain of almost a year and two months. The largest difference between the sexes occurred for those with IQ's between 101 and 110. Almost a full four months' difference appeared here. This was a much larger difference than the one between the boys and girls in reading. The smallest difference occurred between those with IQ's between 90 or below. There was a difference of four tenths of a month.

MATH MEAN GAIN BY SEX AND GRADE LEVEL

Table XIV shows mean gains in math by grade levels for 3,424 students. The largest gain for any grade level was one year and eight months for eleventh graders. The smallest gain was three months which was for the twelfth graders.

The most common numbers of months between pre- and posttesting in math were seven, eight, nine and ten. Some schools, however, test only once a year, so that there are twelve months between pre- and posttesting. The students tested at this interval gained eight and a half months. This was a gain of seven tenths of a month for each month of instruction. Although this was somewhat higher than the reading gains over a twelve month period, it was a smaller gain than the math gains at the other common intervals.

Students tested at the end of seven months gained one year, or 1.4 months gain for each month of instruction. Students tested at the end of eight months had a gain of almost ten months, or 1.2 months gain for

TABLE XIII

MATH MEAN GAIN
BY SEX AND IQ

	BOYS	GIRLS	BOTH SEXES
IQ BANDS			
90 OR BELOW	.90	.86	.89
91 - 100	1.25	1.04	1.17
101 - 110	1.08	1.43	1.23
111 OR ABOVE	1.12	1.49	1.25
TOTAL MEAN GAINS	1.10	1.17	1.12

TABLE XIV

MEAN GAIN BY GRADE LEVEL
MATH

GRADE LEVEL	MEAN GAIN
1	1.06
2	.97
3	1.01
4	1.02
5	1.07
6	1.11
7	1.56
8	1.12
9	.97
10	.36
11	1.88
12	.30
TOTAL FOR 3,424 STUDENTS	1.10

Students tested at the end of 7 months gained 1.00.
Students tested at the end of 8 months gained .98.
Students tested at the end of 9 months gained 1.20.
Students tested at the end of 10 months gained 1.44.
Students tested at the end of 12 months gained .85.

each month of instruction. Students tested at the end of nine months gained one year and two months, or 1.3 months gain for each month of instruction. Students tested at the end of ten months gained one year and four months, or 1.4 months gain for each month of instruction.

MATH MEAN GAIN AND TESTS GIVEN

As in FY 1973, SRA tests were most frequently given in Title I math activities. They were given to 31% of the students. Metropolitan tests were given to 23% of the students. Table XV shows the number of students in each mean gain band by the tests which they took. All of the tests showed that more than 60% of the students taking them gained over seven months.

Students taking the Stanford tests made the highest gains with 77% making gains of seven months and 49% making gains over a year and five months. Students taking the California tests made the next highest gains with 74% making gains over seven months and 43% making gains over a year and five months.

SUMMER MATH GAINS

Although standardized test scores are not required for summer school programs, some schools did submit them. A sample of the summer math scores showed that the mean gain for 208 students was slightly over four months. Since most sessions lasted four to six weeks, the gain is quite large for the period of instruction.

TABLE XV

MATH STUDENTS BY MEAN GAIN & TESTS GIVEN

MEAN GAIN BANDS	0 - .70	.71 - 1.00	1.01 - 1.50	1.51 OR MORE	TOTAL
TESTS GIVEN					
California	101	37	85	169	392
Iowa	95	51	71	59	276
Metropolitan	278	124	197	168	767
Stanford	88	46	64	191	389
SRA	374	188	232	239	1,033
"Other"	194	71	117	126	508
TOTALS:	1,130	517	766	952	3,365

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OMAHA SUMMARY

The Title I activities are a part of the continued effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children. The multiple activities outlined in the 1973-74 Title I Proposal were designed with a twofold purpose in mind. First, they were to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Second, they would support this program with the type of services needed to make it successful.

Prompted by the continued need to raise the reading level of educationally disadvantaged children, emphasis in the 1973-74 proposal was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued to provide a sound approach for meeting the individual reading needs of children. Development of Primary High Intensity Learning Centers in Reading was further developed to provide a supportive reading skill development program for grades one through three.

Through use of the methods and materials involved in this management system, the inservice training given teachers and the outstanding efforts of teachers, principals and the Central Reading Clinic, other dimensions were added to the school system's efforts to help the individual child in the target area.

Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades one through three by tutoring children on a one-to-one basis or in small groups as their reading problems were identified by classroom teachers.

Project READ and MATH furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help.

The Individualized Study Center for grades seven through nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. Students able to make the necessary adjustments were channeled back into the regular school program. Others remained in the study center or entered a program which better met their specific needs.

All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. This reinforcement was designed to give each student a greater opportunity to achieve success in school.

In this capacity the Title I Media Center did printing, production and media work to support the Title I instructional program. It acted as a key element in providing continuous service for our Title I instructional activities.

The supportive Psychological Services enabled Title I schools to better meet the individual needs of students. Besides reinforcing our evaluation of the instructional programs, this activity further justified the selection of children being served and helped us to develop the goals and objectives of the students being served with Title I funds.

The Counseling Activity furnished another dimension to the Title I program by employing community aides who acted as liaison people between the school and community. These paraprofessionals kept parents informed of activities which could benefit their children and youth. They sought the assistance of various agencies to help families solve many of their immediate problems.

An elementary counseling program was continued in two schools on the basis of the recommendations of a needs assessment which indicated these students required a different type of support to be successful in school. Efforts were focused on children involved in Title I instructional activities.

The Inservice Program included the participation of Title I funds in the Career Opportunities Program of the Educational Professional Development Act. The purpose of this program was to train teacher aides and professional teachers to better meet the needs of children they will be serving in the future. This activity hopefully will provide better teachers. Graduates from this activity have been assigned to Title I schools as they were employed by the school system. Other inservice programs were included in each individual activity to meet the needs of that particular activity.

The evaluation aspect of this program has developed many techniques which illustrate accountability for the total program. The evaluation research demonstrated that the Omaha Public Schools have served the children and youth who should be served and in the manner outlined by the proposal.

Summer school activities consisted of a preschool program for children and a post-kindergarten program for children needing the additional six weeks of kindergarten activities to better prepare for the next school year. Hopefully these programs will insure their future success in school. The High Intensity Learning Centers in Reading provided a summer remedial reading program for students identified by their teachers and principals as needing this reinforcement. Other classes were organized in mathematics and language arts to serve the needs of students in several Title I area schools.

The Omaha Public Schools have used every resource in an attempt to better educationally prepare children in the target area for their future. Title I of the Elementary and Secondary Education Act has been only one of the many resources used. Funds from this source have been linked with other local, state and federal programs in order to establish a stronger instructional program. Each Title I activity was planned to complement other Title I activities and the total school program in an effort to serve children and youth who are eligible and need this type of additional service.

On the basis of seventy percent of the HILINC participants the average shift in reading comprehension as measured at the instructional level was in excess of one year. The lapsed time between the pre- and post-testing was seven months (seven-tenths of a year). The 2313 students reported include all those for whom both pre- and post-test data was available. Many other students moved away from the school, missed pre- or post-testing or discontinued their participation in the program. It can be said that there was an average gain of one year in reading comprehension for students continuing in the HILINC program for seven months.

A further analysis of this shift gives greater insight into the thrust of the 1973-74 HILINC program. Students participating in the program were selected from among those having "less than average" reading skills. In other words, students scoring less than the fiftieth percentile on a standardized group achievement test in reading were selected as participants in the program. The average rank of 1973-74 HILINC participants was closer to the twenty-fifth percentile.

On the basis of pre-test reading comprehension scores, these participants, in the past, increased this skill by 3.9 months during a seven month instructional period. The table below shows the expected growth in months for each grade based on the same students' past performance.

HILINC PARTICIPANTS 1973-74

Expected Gain in Reading Comprehension Skill

Grade	3	4	5	6	Elem.	7	8	9	Sec.	Program Total
Students	240	597	622	466	1925	215	85	46	346	2313
Months	3.1	3.6	3.9	4.7	3.9	3.7	4.0	3.9	3.8	3.9

Actual changes in reading comprehension were determined by post-testing. These results are summarized below.

HILINC PARTICIPANTS 1973-74

Actual Gain in Reading Comprehension Skill

Grade	3	4	5	6	Elem.	7	8	9	Sec.	Program Total
Students	240	597	622	466	1925	215	85	46	346	2313
Months	10.3	10.5	11.4	13.0	11.4	11.3	15.9	11.6	12.5	11.3

The impact of the HILINC program becomes more visible when a comparison of the actual shift in reading comprehension is compared with the expected shift based on the past performance of program participants. The actual shift of 2313 students completing both the pre and post-tests amounted to eleven and three tenths (11.3) months. Previous performance of the same students was three and nine tenths (3.9) months gain during a seven month instructional period. The following table summarizes differences between expected and actual changes in reading comprehension skill as measured by pre- and post-testing at the instructional level of the participants.

HILINC PARTICIPANTS 1973-74

Difference Between Actual And Expected Gains
In Reading Comprehension

Grade	3	4	5	6	Elem.	7	8	9	Sec.	Program Total
Students	240	597	622	466	1925	215	85	46	346	2313
Months	7.2	6.9	7.5	8.3	7.5	7.6	11.9	7.7	8.7	7.4

Gains in reading comprehension were greater than those experienced by present program participants in grades three through nine. Several factors prevented adequate data collection for senior high students in the program.

The reading comprehension "bonus" of the program at the elementary school level amounted to seven and five tenths (7.5) months. This rate of growth was much greater than the growth previously experienced by these students. At the junior high level, students previously averaged three and eight tenths (3.8) months gain during a seven month instructional period. These participants showed a gain of twelve and five tenths (12.5) months growth or an increase of eight and seven tenths months.

At the outset of the program a "hoped for" accomplishment was a gain of a month for each month the students participated in the program. This goal was exceeded by seven and five tenths (7.5) months at the elementary school level and eight and seven tenths (8.7) months at the secondary level. The criterion for success of the HILINC program was more than adequately met during 1973-74.

TABLE XVI
OMAHA PUBLIC SCHOOLS HIGH INTENSITY LEARNING PROGRAM 1973-74
Shift in Reading Comprehension Skill - Summarized By Grade

	Grade Equivalent Scores			% Actual Growth to Proj. Growth	Average Months Instruction	Number of Students
	Average Pre Score	Projected Post Score	Actual Post Score			
Grade 3	2.1	2.4	3.1	332%	6.8	240
Grade 4	2.6	2.9	3.6	292%	7.2	597
Grade 5	3.2	3.6	4.4	292%	7.4	622
Grade 6	4.2	4.7	5.5	277%	8.0	466
Grades 3-6	3.1	3.5	4.3	292%	7.4	1925
Grade 7	4.5	4.9	5.6	305%	6.5	215
Grade 8	4.8	5.2	6.4	398%	7.7	85
Grade 9	5.2	5.6	6.4	297%	7.6	46
Grades 7-9	4.7	5.0	5.9	329%	6.9	346
Grades 3-12	3.4	3.8	4.5	290%	7.3	2313

8

STATISTICAL OVERVIEW
FY 1974

STUDENT COUNT BY ACTIVITY & GRADE LEVEL

The distribution of students in Title I activities by grade levels is indicated on Table XVII. Seventeen kinds of activities were approved by the State Department of Education in school year projects. The divisions by grade level which were used were P & K (pre-school and Kindergarten), grades one through three, four through six, seven through nine and ten through twelve. "Other" represents those students who cannot be classified by grade level, like those in ungraded situations.

Since a student may participate in more than one activity, there are two kinds of totals given. The column marked "TOTALS" gives the sum of the students participating in that grade level for all the activities. A student may be counted more than once in this column. The column marked "UNDUPLICATED" shows the number of students by grade level who participated in Title I. A student is counted only once in this column. As in FY 1973, the largest number of students participating was for grades four through six. The unduplicated count was also the largest for this grade span.

PROJECTS, STUDENTS & NONPUBLIC STUDENTS

The number of projects conducting each of the various activities is depicted on Table XVIII. Reading was again the activity conducted in most projects. There were 239 reading activities in school year projects. That means that 91% of the approved projects had reading activities. Math activities were conducted in 90 projects. Eight

TABLE XVII

SCHOOL YEAR
STUDENT COUNT
BY ACTIVITY & GRADE LEVEL

GRADE	P & K	1-3	4-6	7-9	10-12	OTHER
ACTIVITY						
Pre-School	40					
Reading	180	8396	9158	3792	805	31
Language Arts		18	28	51	3	
Math	4	1320	2132	566	44	
Physical Education		118	2			
Learning Disabilities	122	378	165	7		
Guidance	614	3359	3465	2380	526	415
Psychological	94	239	993	249	88	56
Social Work	1	84	23			
Health-Dental		27	18			
Health-Medical		158	169	141	2	
Food	19	17	15			
Transportation	19	17	15			
Library	98	897	1222	398	439	205
Speech Therapy		6	8	2		
Support Services	693	3892	3790	2432	555	415
Other Instruction	683	2565	3222	2344	658	
TOTALS:	2567	21491	24425	12362	3120	1122
UNDUPLICATED:	1094	10705	12434	5919	1554	625

TABLE XVIII

NONPUBLIC STUDENTS
SCHOOL YEAR

ACTIVITY	PROJECTS	STUDENTS	NONPUBLIC STUDENTS
Pre-School	1	40	0
Reading	239	22362	2768
Language Arts	3	100	0
Math	90	4066	494
Physical Education	1	120	0
Learning Disabilities	20	672	52
Guidance	3	10759	1324
Psychological	2	1719	188
Social Work	1	108	0
Health-Dental	1	45	0
Health-Medical	5	470	47
Food	1	51	51
Transportation	1	51	51
Library	1	3259	206
Speech Therapy	1	16	16
Support Services	4	11777	1294
Other Instruction	6	9472	28
TOTALS:	380	65087	6519
UNDUPLICATED:	260	32331	3739

activities were unique to only one project each. They were pre-school, physical education, social work, health-dental, food, transportation, library and speech therapy. In the 260 approved projects, there were 380 activities.

Also on Table XVIII are the totals of the numbers of participants in each activity. There were 22,362 students in reading. Again this was the largest number of participants in any one activity. The fewest participants were in speech therapy with only 16 students. There were 32,331 students in Title I school year activities. This is an unduplicated count. A total of the students in each activity shows 65,087 students. Some students are counted more than once in this figure, since the students may participate in more than one activity. While the unduplicated total is down from FY 1973 by 837 students, the total by activity is up 12,424. It appears that the projects are concentrating on fewer students, but more than one activity to meet their needs.

This table also shows the number of nonpublic students who participated in school year activities. The unduplicated number of nonpublic students who participated was 3,739. This is 333 more than in FY 1973. Of the unduplicated total, slightly over 11% of all participating students were nonpublic. Most nonpublic students participated in reading, and 12% of the reading participants were nonpublic students, as was true in FY 1973.

STUDENT/TEACHER RATIO

The number of Title I teachers and their full time equivalency (FTE) is shown on Table XIX. These figures are depicted by activities. There were 497 teachers in reading who taught the equivalent of 343.4 full time

TABLE XIX

RATIO OF STUDENTS
TO TEACHERS
SCHOOL YEAR

ACTIVITY	STUDENTS	TEACHERS FTE	TEACHERS #	RATIO PER TEACHER FTE	RATIO PER TEACHER #
Pre-School	40	1.5	(3)	27	(13)
Reading	22362	343.4	(497)	65	(45)
Language Arts	100	2.9	(6)	34	(17)
Math	4066	74.6	(167)	55	(24)
Physical Education	120	.5	(1)	240	(120)
Learning Disabilities	672	14.0	(20)	48	(34)
Guidance	10759	1.0	(2)	10759	(5379)
Psychological	1719	.1	(1)	17190	(1719)
Social Work	108	1.0	(1)	108	(108)
Health-Dental	45	0			
Health-Medical	470	0			
Food	51	0			
Transportation	51	0			
Library	3259	.5	(2)	6518	(1630)
Speech Therapy	16	1.0	(2)	16	(8)
Support Services	11777	0			
Other Instruction	9472	13.5	(14)	702	(677)
TOTALS:	65087	454.0	(716)	143	(91)
UNDUPLICATED:	32331	454.0	(632)	71	(51)

teachers. Therefore, there were 65 students to each full time teacher and 45 students to each individual teacher.

The second largest activity was math. There were 167 teachers in math teaching the equivalent of 74.6 full time teachers. Therefore, there were 55 students to each full time math teacher and 24 students to each individual teacher.

Several activities did not have teachers assigned to them. Other kinds of personnel may have been involved in the activities, like a counselor or librarian. Guidance and counseling and psychological services had large numbers of pupils per teachers. This is partially due to the fact that many students are seen for varying periods of time. Students do not have contact with these teachers every day.

There were 716 teachers who taught the equivalent of 454 full time teachers. That means there were 91 students to each teacher and 143 students to each full time teacher. Using the unduplicated figures, there were 632 teachers who taught the equivalent of 454 full time teachers. This means there were 51 students to each teacher and 71 students to each full time teacher.

NONTEACHING STAFF

Table XX shows the numbers of other kinds of staff involved in Title I who were not teachers. There were 129 staff members with certificates who conducted Title I activities for the equivalent of 38.5 full time personnel. Over 60% of these people were directly involved in reading activities.

There were 400 aides in various Title I activities. There was an unduplicated count of 369 aides. Most of the aides (80%) helped

TABLE XX

NON-TEACHERS
BY ACTIVITY
SCHOOL YEAR

ACTIVITY	STUDENTS	CERTIFIED SUPPORT STAFF FTE	#	AIDES	OTHER STAFF
Pre-School	40	0	0	0	0
Reading	22362	20.5	79	297	77
Language Arts	100	.3	3	2	0
Math	4066	3.9	25	65	20
Physical Education	120	.1	1	0	0
Learning Disabilities	672	1.7	5	25	4
Guidance	10759	.1	1	0	54
Psychological	1719	3.0	3	0	5
Social Work	108	0	0	0	0
Health-Dental	45	0	0	0	1
Health-Medical	470	.1	1	0	8
Food	51	0	0	0	0
Transportation	51	0	0	0	0
Library	3259	0	0	3	1
Speech Therapy	16	0	0	0	0
Support Services	11777	7.7	12	4	15
Other Instruction	9472	1.1	2	4	17
TOTALS:	65087	38.5	132	400	202
UNDUPLICATED:	32331	38.5	129	369	167

in reading activities, and 15% helped in math activities.

There were 202 other staff members (secretaries, bookkeepers, etc.) involved in Title I school year activities. There was an unduplicated count of 167 other staff. Of these staff members, 46% helped in reading activities.

EXPENDITURES PER PROJECT

The expenditures for an activity within a project are shown on Table XXI. Reading cost an average of $18,273 per project, which is $597 less than FY 1973. Math cost an average of $7,569 per project, which is $352 more than in FY 1973. The average cost of an activity was $16,824, which is almost identical to the average in FY 1973 of $16,787. The average cost of a project was $24,589, which also is almost identical to the average in FY 1973 of $24,957.

PER PUPIL COST

Table XXII shows the cost per pupil by individual activities. Reading cost $195 per pupil, and math cost $168 per pupil. These were slightly higher than in FY 1973 which were $190 and $132 per pupil respectively. Speech therapy cost the most at $394 per pupil, and library activities cost the least at $15 per pupil. The cost per pupil in an activity was $98. Using an unduplicated number of students, the cost was $198 per pupil. The unduplicated per pupil cost in FY 1973 was also $198 per pupil.

PERCENT OF PARTICIPATION & EXPENDITURES

The percent of students participating in each activity and the percent of the amount spent on each activity are shown on Table XXIII.

TABLE XXI

AVERAGE EXPENDITURES
PER PROJECT
SCHOOL YEAR

ACTIVITY	# OF PROJECTS	AMOUNT SPENT	PER PROJECT EXPENDITURES
Pre-School	1	$ 14,845	$14,845
Reading	239	$4,367,128	$18,273
Language Arts	3	$ 15,770	$ 5,257
Math	90	$ 681,248	$ 7,569
Physical Education	1	$ 3,200	$ 3,200
Learning Disabilities	20	$ 254,338	$12,717
Guidance	3	$ 264,852	$88,284
Psychological	2	$ 67,982	$33,991
Social Work	1	$ 9,300	$ 9,300
Health-Dental	1	$ 560	$ 560
Health-Medical	5	$ 10,734	$ 2,147
Food	1	$ 2,334	$ 2,334
Transportation	1	$ 2,502	$ 2,502
Library	1	$ 48,589	$48,589
Speech Therapy	1	$ 6,308	$ 6,308
Support Services	4	$ 204,311	$51,078
Other Instruction	6	$ 439,071	$73,178
TOTALS:	380	$6,393,132	$16,824
UNDUPLICATED:	260	$6,393,132	$24,589

TABLE XXII

PER PUPIL COST
BY ACTIVITY
SCHOOL YEAR

ACTIVITY	# OF STUDENTS	AMOUNT SPENT	COST PER PUPIL
Pre-School	40	$ 14,845	$371
Reading	22362	$4,367,188	$195
Language Arts	100	$ 15,770	$158
Math	4066	$ 681,248	$168
Physical Education	120	$ 3,200	$ 27
Learning Disabilities	672	$ 254,338	$378
Guidance	10759	$ 264,852	$ 25
Psychological	1719	$ 67,982	$ 40
Social Work	108	$ 9,300	$ 86
Health-Dental	45	$ 560	$ 12
Health-Medical	470	$ 10,734	$ 23
Food	51	$ 2,334	$ 46
Transportation	51	$ 2,502	$ 49
Library	3259	$ 48,589	$ 15
Speech Therapy	16	$ 6,308	$394
Support Services	11777	$ 204,311	$ 17
Other Instruction	9472	$ 439,071	$ 46
TOTALS:	65087	$6,393,132	$ 98
UNDUPLICATED:	32331	$6,393,132	$198

TABLE XXIII

PERCENT OF STUDENTS AND EXPENDITURES BY ACTIVITY SCHOOL YEAR

ACTIVITY	# OF STUDENTS	% OF TOTAL	AMOUNT SPENT	% OF TOTAL
Pre-School	40	.06%	$ 14,845	.2%
Reading	22362	34%	$4,367,188	68%
Language Arts	100	.2%	$ 15,770	.3%
Math	4066	6%	$ 681,248	11%
Physical Education	120	.2%	$ 3,200	.05%
Learning Disabilities	672	1%	$ 254,338	4%
Guidance	10759	17%	$ 264,852	4%
Psychological	1719	3%	$ 67,982	1%
Social Work	108	.2%	$ 9,300	.2%
Health-Dental	45	.07%	$ 560	.01%
Health-Medical	470	.7%	$ 10,734	.2%
Food	51	.08%	$ 2,334	.04%
Transportation	51	.08%	$ 2,502	.04%
Library	3259	5%	$ 48,589	.8%
Speech Therapy	16	.02%	$ 6,308	.1%
Support Services	11777	18%	$ 204,311	3%
Other Instruction	9472	15%	$ 439,071	7%
TOTALS:	65087		$6,393,132	

Reading had 34% of the students and expended 68% of the money. Math had 6% of the students and expended 11% of the money. When considering an unduplicated number of students, reading had 69% and math had 12%.

PER PUPIL COST & MEAN GAIN

Table XXIV shows the per pupil cost in each LEA with the mean gain. This information was compiled to determine the mean gains of projects spending similar amounts per pupil. Table XXV depicts this. The mean gain rises slightly with increased per pupil costs, except for those spending less than $150 per pupil. However, the per pupil cost for many of the schools in this category is not the only money spent on these activities. Local money is also spent on the activities which would increase the per pupil cost if it were included in the totals.

SUMMER STUDENT COUNT

The distribution of students in Title I summer activities by grade level is shown on Table XXVI. Thirteen kinds of activities were approved in the summer projects. Unlike the school year projects, the largest number of participating students was in grades one through three. An unduplicated number of 2,302 students participated in Title I at these grade levels.

SUMMER PROJECTS & NONPUBLIC STUDENTS

Table XXVII shows the number of projects having certain activities. Reading was again the activity in most projects (33). However, 32 projects had math activities. A total of 91 activities were conducted in 44 projects. Summer school participation has dropped off slightly.

This table also shows the total number of students in each summer

TABLE XXIV

TITLE I
PER PUPIL COST
BY PROJECT
1974

LEA	PER PUPIL COST	MEAN GAIN
Adams	$236	.56
Ainsworth	$265	1.03
Albion	$261	1.64
Allen	$219	.06
Alliance	$107	1.03
Alma	$355	.57
Amherst	$253	2.10
Ansley	$138	.63
Arapahoe	$167	2.27
Arlington	$190	.94
Arnold	$425	.86
Ashland	$214	1.29
Atkinson El.	$236	1.79
Auburn	$177	.78
Aurora	$268	.93
Bancroft	$360	1.55
Barneston	$331	.72
Bartlett	$402	1.24
Bassett	$305	1.02
Beatrice ESU	$455	.95
Beatrice	$213	1.47
Beaver City	$190	1.33

LEA	PER PUPIL COST	MEAN GAIN
Beaver Valley	$163	.18
Beemer	$361	.81
Bellevue	$127	.57
Benkelman	$367	1.35
Bennington	$282	.88
Bertrand	$178	.74
Blair	$164	.87
Bloomfield	$261	2.21
Blue Hill	$301	1.38
Bradshaw	$ 98	.88
Brainard	$443	1.15
Broken Bow	$331	.59
Burwell	$285	.95
Butte	$278	2.10
Byron	$435	1.37
Cairo	$129	.86
Callaway	$369	1.42
Cambridge	$234	.94
Cedar Bluffs	$268	1.52
Cedar Rapids	$493	1.22
Central City	$296	.78
Chadron	$514	.91
Chambers	$197	1.80
Chapman	$125	.50
Chappell	$193	1.09
Chester-Hubbell	$373	.49

LEA	PER PUPIL COST	MEAN GAIN
Clarks	$ 95	.54
Clarkson	$223	1.22
Clay Center	$165	.77 (Math Only)
Cody-Kilgore	$173	.66
Coleridge	$512	1.39
Columbus ESU	$266	1.50
Cook	$203	1.69
Cozad	$138	1.10
Crawford	$219	.77
Creighton	$321	.98
Crete	$217	1.38
Crofton	$359	1.25
Culbertson	$334	1.17
Dalton	$136	1.02
Davenport	$514	1.80
David City	$428	1.02
Dawson-Verdon	$524	.65
Decatur	$325	1.21
Deshler	$673	1.65
Dodge	$175	.95
Dorchester	$243	1.45
Dunning	$370	.85
Elba	$189	.15
Elgin	$174	1.00
Elk Creek	$306	1.15
Elkhorn	$188	1.07

LEA	PER PUPIL COST	MEAN GAIN
Elm Creek	$188	.99
Elmwood	$184	1.16
Emerson-Hubbard	$240	.82
Eustis	$431	.72
Ewing	$301	.57
Fairbury	$257	.81
Fairmont	$239	.85
Falls City	$213	1.13
Farnam	$257	.35
Farwell	$107	.95
Filley	$157	1.07
Ft. Calhoun	$260	.51
Franklin	$763	1.67
Fremont	$195	1.01
Fullerton	$300	.97
Genoa	$226	.89
Gering	$160	.63
Gibbon	$121	1.15
Gordon	$334	.72
Gothenburg	$319	.45
Grand Island	$203	1.13
Grant	$229	.48
Greeley	$206	1.10
Gretna	$145	1.04
Gurley	$286	.90
Harrisburg	$216	1.00

LEA	PER PUPIL COST	MEAN GAIN
Harrison CHS	$446	2.52
Harrison El.		.95
Hartington	$324	.44
Hastings	$205	.65
Hayes Center	$144	2.45
Hay Springs	$824	.61
Hebron	$213	.85
Henderson	$202	.39
Hershey	$152	.69
Hickman	$155	1.15
Hildreth	$285	.72
Holbrook	$228	.93
Holdrege	$282	1.13
Homer	$180	.94
Hooper	$405	1.36
Hooper-Logan View	$ 93	.95
Humboldt	$272	1.18
Humphrey	$140	2.38 (Math Only)
Imperial	$266	.42
Indianola	$176	.69
Inman	$307	1.74
Johnson-Brock	$555	1.08
Kearney	$303	1.68
Kimball	$230	.58
Laurel	$181	.67
Lewiston	$455	.68

LEA	PER PUPIL COST	MEAN GAIN
Lexington	$121	1.18
Lincoln		.71
Litchfield	$365	.37
Lodgepole	$110	.95
Loomis	$155	1.00
Loup City	$277	.86
Lyman	$175	.72 (Math Only)
Lynch	$321	.63
Lyons	$453	1.01
McCook	$149	.87
Macy	$249	.56
Maywood	$163	.86
Mead	$387	1.58
Merna	$304	.74
Milford	$388	.91
Millard	$431	.43
Minden	$363	
Mitchell	$159	.70
Mitchell-Sunflower	$108	.92
Morrill	$395	.64
Murdock	$230	.78
Murray	$116	.84
Naper	$314	1.11
Nebraska City	$126	1.37
Nehawka	$291	1.90
Neligh	$222	1.15

LEA	PER PUPIL COST	MEAN GAIN
Newcastle	$179	1.25
Newman Grove	$115	.68
Niobrara	$359	.68
Norfolk	$145	.94
North Bend	$ 82	1.45 (Math Only)
North Platte		1.45
Oakdale	$ 89	1.15
Oakland-Craig	$368	1.08
Odell	$180	.98
Ogallala	$526	1.03
Ogallala ESU	$293	1.08
Ohiowa	$ 84	1.80
O'Neill	$187	.99
Orchard	$268	.46
Ord	$232	1.30
Orleans	$270	1.01
Osmond	$287	1.02
Oxford	$247	.58
Palmer	$239	.95
Palmyra	$187	1.29
Papillion	$147	1.62
Pawnee City	$423	.90
Pender	$392	1.01
Pierce	$206	1.15
Plainview	$200	.48
Plattsmouth	$175	1.01

LEA	PER PUPIL COST	MEAN GAIN
Ponca	$313	1.57
Ralston	$275	1.68
Randolph	$284	1.09
Ravenna	$270	.84
Raymond	$342	.95
Red Cloud	$383	1.01
Republican City	$174	1.20
Rising City	$157	1.65
Rosalie	$209	.57
Rushville	$220	.91
St. Edward	$229	1.62
St. Helena	$193	1.00
St. Paul	$292	.99
Sargent	$287	.54
Scotia	$272	1.23
Scottsbluff	$161	.86
Scribner	$215	1.24
Seward	$294	1.22
Shelby	$216	1.49
Shelton	$261	.63
Shickley	$292	.95
Sidney	$237	.82
Silver Creek	$177	1.16
Snyder	$ 92	1.03
So. Sioux City	$185	1.28
Spalding	$315	.46

LEA	PER PUPIL COST	MEAN GAIN
Spencer	$316	.89
Stanton	$401	1.09
Stella	$184	1.63
Sterling	$157	.85
Stuart	$193	1.29
Superior	$350	1.18
Surprise	$209	1.20
Sutton	$219	.94
Syracuse	$399	.99
Table Rock	$201	1.58
Taylor	$405	1.36
Tecumseh	$528	1.46
Tekamah-Herman	$541	.88
Tilden	$ 77	.82 (Math Only)
Trenton	$328	.27
Utica	$254	.87
Valentine	$235	.78
Valley	$191	.85
Venango	$165	1.08
Verdigre	$524	1.21
Wahoo	$211	1.16
Walthill	$248	1.27
Wausa	$311	1.23
Waverly	$135	.95
Wayne	$235	.69
Weeping Water	$241	.86

LEA	PER PUPIL COST	MEAN GAIN
West Point	$212	.81
Westside	$187	1.11 (Math Only)
Wilber	$164	1.48
Wilcox	$167	.89
Wilsonville	$413	1.25
Winnebago	$445	.37
Winside	$312	.85
Wisner-Pilger	$732	1.08
Wolbach	$263	.02
Wood River El.	$155	.95
Wood River HS	$110	1.26
Wymore	$248	1.03
Wynot	$154	.38
York	$222	1.39
Yutan	$300	.47

TABLE XXV

PER PUPIL COSTS & MEAN GAINS

PER PUPIL COSTS	MEAN GAINS
$150 OR LESS	1.04
$150 - $250	.99
$250 - $350	1.01
$350 - $500	1.03
$500 OR MORE	1.18

TABLE XXVI

STUDENT COUNT
BY ACTIVITY & GRADE LEVEL
SUMMER SCHOOL

GRADE	P & K	1-3	4-6	7-9	10-12
ACTIVITY					
Pre-School	585				
Reading	130	1904	1732	244	5
Language Arts		21	26	26	19
Math	68	1233	1257	232	7
Physical Education	14	204	248	91	5
Science				34	10
Art		6	29	2	
Learning Disabilities		10	7		
Guidance	11	26	27	52	43
Speech Therapy	16	33	29		
Food			9	66	43
Support Services	413	532	393	161	
Other Instruction	413	980	492	161	
TOTALS:	1650	4949	4249	1069	132
UNDUPLICATED:	720	2302	1868	438	76

TABLE XXVII

NONPUBLIC STUDENTS
SUMMER SCHOOL

ACTIVITY	PROJECTS	STUDENTS	NONPUBLIC STUDENTS
Pre-School	4	585	0
Reading	33	4015	182
Language Arts	2	92	0
Math	32	2797	125
Physical Education	6	562	23
Science	2	44	0
Art	2	37	15
Learning Disabilities	1	17	5
Guidance	2	159	0
Speech Therapy	2	78	0
Food	1	118	0
Support Services	1	1499	20
Other Instruction	3	2046	0
TOTALS:	91	12049	370
UNDUPLICATED:	44*	5404	284

* This figure includes Lincoln and Omaha, although their projects for summer activities were approved in their original applications.

school activity. There were 4,015 students in reading and 2,797 in math. Both of these numbers are higher than in FY 1973. The unduplicated total was 5,404 students. While the number of summer school projects has decreased, the number of students being served has increased.

An unduplicated count of 284 nonpublic students participated in summer school activities. Of the reading participants, 4% were nonpublic, and 4% of the math participants were also nonpublic.

SUMMER STUDENT/TEACHER RATIO

The full time equivalency (FTE) of Title I summer school teachers is depicted on Table XXVIII. The figures are broken down by activities. Reading teachers taught the equivalent of 119.8 full time teachers, and math teachers taught the equivalent of 82.9 full time teachers. The pupil-teacher ratio is not unusual since most schools were in session less than half a day. The average number of students per one full time teacher was 47 considering the total number of students in all activities, and 21 using the unduplicated student count.

The number of teachers involved in each activity is also shown on this table. There were 197 teachers involved in Title I summer reading activities, and 151 teachers in math. The unduplicated number of summer school teachers was 363. There were 27 students to each teacher, and 15 students to each teacher using the unduplicated count.

SUMMER NONTEACHING STAFF

Table XXIX shows the numbers of other kinds of staff involved in Title I summer programs who were not teachers. There were 45 staff

TABLE XXVIII

RATIO OF STUDENTS
TO TEACHERS
SUMMER SCHOOL

ACTIVITY	STUDENTS	TEACHERS FTE	#	RATIO PER TEACHER FTE	#
Pre-School	585	24.3	(50)	24	(12)
Reading	4015	119.8	(197)	34	(20)
Language Arts	92	3.5	(6)	26	(15)
Math	2797	82.9	(151)	34	(19)
Physical Education	562	5.0	(6)	112	(94)
Science	44	6.0	(7)	7	(6)
Art	37	.6	(2)	62	(19)
Learning Disabilities	17	.7	(2)	24	(9)
Guidance	159	1.0	(1)	159	(159)
Speech Therapy	78	.5	(1)	156	(78)
Food	118	0			
Support Services	1499	0			
Other Instruction	2046	9.5	(20)	215	(102)
TOTALS:	12049	253.8	(443)	47	(27)
UNDUPLICATED:	5404	253.8	(363)	21	(15)

TABLE XXIX

NON-TEACHERS
BY ACTIVITY
SUMMER SCHOOL

ACTIVITY	STUDENTS	CERTIFIED SUPPORT STAFF FTE	#	AIDES	OTHER STAFF
Pre-School	585	2.6	4	37	1
Reading	4015	11.8	24	65	31
Language Arts	92	0	0	0	0
Math	2797	5.6	7	39	19
Physical Education	562	.1	1	2	6
Science	44	.2	1	1	1
Art	37	0	0	9	0
Learning Disabilities	17	0	0	1	0
Guidance	159	.1	1	0	1
Speech Therapy	78	.1	1	0	0
Food	118	0	0	0	0
Support Services	1499	0	0	0	0
Other Instruction	2046	3.5	6	3	27
TOTALS:	12049	24.0	45	157	86
UNDUPLICATED:	5404	24.0	45	134	79

members with certificates who conducted Title I activities for the equivalent of 24 full time personnel. Over 50% of these people were directly involved in reading activities. There were unduplicated counts of 134 aides and 79 other staff.

SUMMER EXPENDITURES PER PROJECT

The expenditures for an activity within the summer projects are shown on Table XXX. Reading cost an average of $8,989 per project, which was $3,502 more than in FY 1973. Math cost an average of $4,847 per project, which was $2,206 more than in FY 1973. The average cost of a summer school activity was $7,719, and the average cost of a summer school project was $15,965. While there were fewer summer projects than in FY 1973, more money was spent per activity and per project.

SUMMER PER PUPIL COST

Table XXXI shows the cost per pupil by individual summer activities. Reading cost $74 per pupil, and math cost $55 per pupil. Learning disabilities cost the most at $141 per pupil, and food activities cost the least at $10 per pupil. The cost per pupil in a summer activity was $58. Using an unduplicated number of students, the cost was $130 per pupil.

SUMMER PERCENT OF PARTICIPATION & EXPENDITURES

The percent of students participating in each activity and the percent of the amount spent on each activity in summer school are shown on Table XXXII. Reading had 33% of the students and expended 42% of the money. Math had 23% of the students and expended 22% of the money. When considering an unduplicated number of students, reading had 74% and math had 52%.

TABLE XXX

AVERAGE EXPENDITURES
PER PROJECT
SUMMER SCHOOL

ACTIVITY	# OF PROJECTS	AMOUNT SPENT	PER PROJECT EXPENDITURES
Pre-School	4	$ 60,455	$15,114
Reading	33	$296,644	$ 8,989
Language Arts	2	$ 4,190	$ 2,095
Math	32	$155,096	$ 4,847
Physical Education	6	$ 10,445	$ 1,741
Science	2	$ 6,094	$ 3,047
Art	2	$ 2,238	$ 1,119
Learning Disabilities	1	$ 2,402	$ 2,402
Guidance	2	$ 17,743	$ 8,872
Speech Therapy	2	$ 1,346	$ 673
Food	1	$ 1,228	$ 1,228
Support Services	1	$ 51,637	$51,637
Other Instruction	3	$ 92,921	$30,973
TOTALS:	91	$702,439	$ 7,719
UNDUPLICATED:	44	$702,439	$15,965

TABLE XXXI

PER PUPIL COST
BY ACTIVITY
SUMMER SCHOOL

ACTIVITY	# OF STUDENTS	AMOUNT SPENT	COST PER PUPIL
Pre-School	585	$ 60,455	$103
Reading	4015	$296,644	$ 74
Language Arts	92	$ 4,190	$ 46
Math	2797	$155,096	$ 55
Physical Education	562	$ 10,445	$ 19
Science	44	$ 6,094	$139
Art	37	$ 2,238	$ 60
Learning Disabilities	17	$ 2,402	$141
Guidance	159	$ 17,743	$112
Speech Therapy	78	$ 1,346	$ 17
Food	118	$ 1,228	$ 10
Support Services	1499	$ 51,637	$ 34
Other Instruction	2046	$ 92,921	$ 45
TOTALS:	12049	$702,439	$ 58
UNDUPLICATED:	5404	$702,439	$130

TABLE XXXII

PERCENT OF STUDENTS AND EXPENDITURES BY ACTIVITY SUMMER SCHOOL

ACTIVITY	# OF STUDENTS	% OF TOTAL	AMOUNT SPENT	% OF TOTAL
Pre-School	585	5%	$ 60,455	9%
Reading	4015	33%	$296,644	42%
Language Arts	92	.8%	$ 4,190	.6%
Math	2797	23%	$155,096	22%
Physical Education	562	5%	$ 10,445	1%
Science	44	.4%	$ 6,094	.9%
Art	37	.3%	$ 2,238	.3%
Learning Disabilities	17	.1%	$ 2,402	.3%
Guidance	159	1%	$ 17,743	3%
Speech Therapy	78	.6%	$ 1,346	.2%
Food	118	1%	$ 1,228	.2%
Support Services	1499	12%	$ 51,637	7%
Other Instruction	2046	17%	$ 92,921	13%
TOTALS:	12049		$702,439	

APPENDIX A

PROGRAM ANALYSIS

SCHOOL________________

APPLICATION 1971

No. of Students To Be Served	No.of Priority Students	No. of Teachers (FTE)	Pupil-Teacher Ratio	No. of Aides	Pupil-Aide Ratio	Dollar Amt. Expended per Student for Materials	Over-All per Pupil Cost	Program Objectives (Brief Statement of Group Goals)	

EVALUATION 1971

No. of Students Served	Not Applicable	No. of Teachers Utilized (FTE)	Pupil-Teacher Ratio	No. of Aides Utilized (FTE)	Pupil-Aide Ratio	Dollar Amt. Expended per Student for Materials	Over-All per Pupil Cost	Program Objectives Accomplished (Yes) (No)	No.of Students Making One or More Year's Growth	Success Percentage
						APPLICATION 1972				
						EVALUATION 1972				
						APPLICATION 1972				

APPENDIX B

MONITORING REPORT

School ______________________________ Date ______________________

Reviewer(s) ____

1. Was a Program Analysis developed prior to review? Yes ____ No ____
   If yes -
   (a) What were the major items of interest either positive or negative which the analysis reflected?

   (b) Was a copy of the analysis left with the school? Yes ____ No ____

   (c) The program analysis was discussed with the following personnel: (list by name and program responsibility).

2. Target Area Selection -
   (a) Could the school verify and document the number of low-income children as reported on page one of the application? Yes ____ No ____

   (b) What percent of the identified group of low-income children are Title I participants? __________

3. Needs Assessment -
   (a) The needs assessment data reported within the application was verified according to locally maintained documentation? Yes ____ No ____
   If No - Explain what does exist and the rationale for the discrepancy.

   (b) The need assessment data was based upon
      1. standardized test scores __________________________
      2. teacher judgement and classroom performance ____________________
      3. both of the above ________________________________

4. Program Participants -

(a) How many students are directly participating in the Title I program? ______

(b) What percent of program participants have an ability (I.Q.) level above 90? ______________

(c) How many of the program participants might have more appropriately been placed in a special education program? ________________

(d) How closely does the number of actual program participants correspond to the number reported in the application?

Nearly the same ________ Within 5% ________ Within 10% ________
Within 15% ____________ Within 25% ________ Beyond 25% ________

If a significant difference exists between actual participants and the number reported in the application - Explain the reason for the broad deviation.

(e) What percent of the current Title I students are participating for the first time? ________

(f) What percent of current Title I students have been in Title I activities between 1-2 years? ________

(g) What percent of current Title I students have been in Title I activities between 2-3 years? ________

(h) What percent of current Title I students have been in Title I activities more than 3 years? ________

5. Budget Checks -

(a) Does the budget include personnel on an extended time basis?
Yes ________ No ________

If yes -

(1) Has the district maintained documented evidence of hours worked?
Yes ________ No ________

(2) What percent of the budgeted extended time has been utilized or used up at this time? __________

(3) For each person receiving Title I funds under the extended time arrangement, briefly describe the job function(s) and percent of time by job function.

(b) Has the district secured the approved items of equipment and materials?
Yes ________ No ________

Explain any deviations -

(c) Identify by item all expenses incurred under administrative other -

(d) If Title I funds have been expended for in-service activities, identify the activities and participants -

(e) Have Title I funds been expended for library books? Yes _____ No _____

If yes - Briefly indicate the types of books purchased and where these books are physically located.

6. Parent Advisory Council -

(a) The Council is composed of ____________________ members.

(b) Do parents constitute one more than a simple majority of total membership?
Yes ________ No ________

(c) How many council meetings have been held to date? ____________________

(d) Are minutes of these meetings on file? Yes _____ No _____

7. Program Evaluation -

A. Indicate the number of program participants in reading which attained their respective grade level in reading and were removed from the special reading program as a result of their reading achievement.

Number of participants which were removed from the program during or at the conclusion of school year 1971-72	Number of participants which were removed from the program during or at the conclusion of school year 1972-73
Grade 1 ________	Grade 1 ________
Grade 2 ________	Grade 2 ________
Grade 3 ________	Grade 3 ________
Grade 4 ________	Grade 4 ________
Grade 5 ________	Grade 5 ________
Grade 6 ________	Grade 6 ________

B. Of the students identified in (7A), take a 20% sample of students and determine current level of achievement or progress. In this regard, complete the following Information Table on the sample group.

		FIRST SEMESTER GRADES			MOST RECENT STANDARDIZED ACHIEVEMENT DATA		
Student ID	Current Grade Level	Math	Reading or English	Social Studies	Math	Reading or Literature	Composite If Available

APPENDIX C

TITLE I SUMMER MONITORING CHECK LIST

School______________________________ Date of Visit___________________________

Consultant(s)____

Persons Interviewed______________________________________

Position/Relation to Program________________________________

1. Is there a list of low-income participants? Yes____ No____
2. Are time and records of the administrator, coordinator, and secretary consistent with the application? Yes____ No____
3. Is this extended time or not? Yes____ No____
4. Were all materials requested ordered and delivered? Yes____ No____
5. Are there records showing the hours and duties of teacher aides? Yes____ No____
6. Is there a required number of working hours for teachers? Yes____ No____
7. Is there documented evidence for the need of the amount of funds requested for transportation? Yes____ No____
8. Are hours for custodial services documented and recorded? Yes____ No____
9. Is there justification to fund student body activities thru Title I monies? Yes____ No____
10. What is the actual number of participants in each grade?

    Grade 1______
    Grade 2______
    Grade 3______
    Grade 4______
    Grade 5______
    Grade 6______
    Grade 7______
    Grade 8______
    Grade 9______
    Grade 10_____
    Grade 11_____
    Grade 12_____

11. Have there been any changes in the original class schedule? Yes____ No____
12. Are the class sizes consistent with the schedule in the application? Yes____ No____
13. Were all children qualified thru the needs assessment process? Yes____ No____ If no, why?____
14. Were test scores and teacher judgements both used to determine priority students on the needs assessment sheets? Yes____ No____

15. Are there documented minutes for meetings held with the Parent Advisory Council? Yes____ No____

16. Has the Parent Advisory Council met prior to the summer program and will a post session meeting be scheduled? Yes____ No____

17. Is there a contract with the teachers or some form of written agreement? Yes____ No____

18. Have the names of all personnel paid from Title I funds been submitted to the SEA? Yes____ No____

19. Were personnel from all private schools consulted and given the opportunity to enroll priority students? Yes____ No____

20. Has the LEA completed or is the LEA in the process of completing the school year evaluation for 73-74? Yes____ No____

APPENDIX D
TITLE I IN-DEPTH SELF STUDY

SCHOOL DISTRICT ______________________________

INDIVIDUALS(S) COMPLETING THIS STUDY

NAME(S)	POSITION(S)
________________________	________________________
________________________	________________________
________________________	________________________

RETURN BY MARCH 1, 1974

ESEA TITLE I

STATE DEPARTMENT OF EDUCATION

LINCOLN, NEBRASKA

1974

I.

A. Use item 12 or 22 on your blue needs assessment sheets for the following years to identify the number of students who qualified for your reading activity. Then list the number who actually participated in the reading activity:

1971-72		
GRADE	QUALIFIED	PARTICIPANTS
1		
2		
3		
4		
5		
6		

1972-73		
GRADE	QUALIFIED	PARTICIPANTS
1		
2		
3		
4		
5		
6		

1973-74		
GRADE	QUALIFIED	PARTICIPANTS
1		
2		
3		
4		
5		
6		

B. Using item 12 or 22 on your blue needs assessment sheets, indicate the number of students by percentile bands in the following grades:

	1971-72		
	A	B	C
GRADE	1-30%	31-40%	41-49%
4			
3			
2			

	1972-73		
	A	B	C
GRADE	1-30%	31-40%	41-49%
5			
4			
3			

	1973-74		
	A	B	C
GRADE	1-30%	31-40%	41-49%
6			
5			
4			

C. Do the figures in column A increase or decrease each year? Column B? Column C?

A____________________ B____________________ C____________________

In your opinion what contributes to the increase or decrease in priority students in each of the columns?

II.

A. Indicate the number of program participants in reading who attained their respective grade level in reading and were removed from the special reading program as a result of their reading achievement:

	1971-72		1972-73
GRADE 1	______	GRADE 1	______
2	______	2	______
3	______	3	______
4	______	4	______
5	______	5	______
6	______	6	______

B. Using the enclosed format:

(1) Identify by student number every Title I student who, during the past two years, "graduated" out of the Title I reading program and returned to the regular classroom.

(2) Indicate his present grade level.

(3) How many years did the student participate in a Title I reading activity?

(4) What was the last year that the student participated in Title I?

(5) Using current results on standardized tests, indicate the student's scores in reading, math, and social studies. Either grade equivalent or percentile is acceptable.

(6) Indicate the student's most recent grade on his report card in reading (language arts or English), math, and social studies. Use letter grades with 94-100% = A, 86-93% = B, 76-85% = C, 68-75% = D, and below 67% = F.

(7) Is the student's present behavior and attitude favorable or unfavorable compared to his peers? Check one.

TITLE I "GRADUATES"

(1) STUDENT NUMBER	(2) PRESENT GRADE	(3) # OF YEARS IN TITLE I	(4) LAST YEAR OF TITLE I PARTICIPATION	(5)CURRENT STANDARDIZED TESTS G.P. or %				(6) CLASSROOM PERFORMANCE A,B,C,D, OR F			(7) PRESENT BEHAVIOR	
				DATE TESTED	READING	MATH	SOCIAL STUDIES	READING	MATH	SOCIAL STUDIES	FAVORABLE	UNFAVORABLE

III.

Of all the currently (1973-74) participating students, how many might be more appropriately served in an EMH and/or TMR activity?

	1973-74
GRADE 1	______
2	______
3	______
4	______
5	______
6	______

IV.

A. What tests were used in completing this year's needs assessment?

B. What tests will be used in evaluating student progress?

V.

A. Identify present high school students (10-12) who were former participants in Title I.

(1) Identify them by their former Title I student number.

(2) Indicate present grade level.

(3) Using current results on standardized tests, indicate the student's scores in reading (English), math, and a composite score if it is available. Either grade equivalent or percentile is acceptable.

(4) Indicate the student's most recent semester grade on his report card in reading (or English) and math. Use letter grades with 94-100% = A, 86-93% = B, 76-85% = C, 68-75% = D, and below 67% = F.

STUDENT ID NUMBER	PRESENT GRADE	STANDARDIZED TEST SCORES				CLASSROOM PERFORMANCE	
		DATE TESTED	MATH	ENGLISH/ READING	COMPOSITE	MATH	ENGLISH/READING

VI.

A. Were any of your dropouts in 1972-73 former or present Title I participants?

B. If so:

(1) Identify them by student number.

(2) At what grade level did they drop out?

(3) At what grade levels were they participants?

STUDENT ID NUMBER	GRADE LEVEL DROPPED OUT	GRADE LEVELS PARTICIPATING

VII.

A. What concrete evidence do regular classroom teachers offer that Title I is effective?

OR B. What concrete evidence do regular classroom teachers offer that Title I is ineffective?

VIII.

A. In your opinion, is your Title I program (1) highly successful, (2) moderately successful, or (3) unsuccessful?

____

B. (1) If you think your program was highly successful or moderately successful, what factors led to this decision?

OR (2) If you think your program was unsuccessful, what factors contributed to its lack of success? What plans do you have, or are you initiating, to correct an unsuccessful program?